Science

Intent

At Frodsham C of E Primary School, we encourage our children to develop an enthusiasm and enjoyment of scientific learning and discovery, to be inquisitive throughout their time at the school and beyond. We plan a broad, balanced and differentiated science curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for the children to develop a love of science. Furthermore, we aim to inspire in pupils a curiosity and fascination about the natural and man-made world and a respect for the environment that will remain with them for the rest of their lives. We ensure that the Working Scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

We endeavor to ensure that the Science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

Implementation

To ensure high standards of teaching and learning in science, we implement a science curriculum that is progressive throughout the whole school. Science is taught in discrete lessons for at least 1 hour 15 minutes in Key Stage One and 2 hours in Key Stage Two. We ensure that teachers have the same expectations during Science lessons that they would have when teaching English or Mathematics and that any mathematical task (such as measuring or drawing graphs) is pitched at an age-appropriate level to ensure sufficient challenge. It is vital that any mathematical or English barriers should not impede a child's scientific learning. Science provides excellent opportunities to enhance the learning of more able pupils through planning lines of enquiry, asking opened ended problems, analysing results and drawing conclusions based on scientific findings.

At Frodsham CE, we provide a variety of opportunities for science learning inside and outside the classroom. Learning outside of the classroom, especially in our forest setting or pond area, is an essential part to learning science. It is essential children observe and immerse themselves in their local environment to apply their learning practically to real-life situations.

Impact

The successful approach at Frodsham CE results in a fun, engaging, high-quality science education, that provides children with the foundations for understanding the world. Our engagement with the local environment ensures that children learn through varied and first hand experiences of the world around them. So much of science lends itself to outdoor learning and so we provide children with opportunities to experience this. Pupil voice is used to further develop the science curriculum, through questioning of pupil's views and attitudes to science to support the children's enjoyment of science and to motivate learners.

Recovery Curriculum

What the pupils already know is key. Recovery assessment and planning documents have been used to assess the children's starting points following the Spring 2021 lockdown. The science subject leader will continually monitor the impact science teacher is having on the children's learning through book scrutinies to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

Here at Frodsham CE, we have put more emphasis on checking back on content taught in previous lessons. All lessons now begin with a recap of relevant prior knowledge as a starter activity.

This is the knowledge that acts as a key to unlock the next stages of learning and hence is transformational for pupils' ability to access and interpret the curriculum.

As part of the planning for the full return to school, the science surriculum has been planned carefully with consideration to the gaps in the learning from previous year groups. Objectives that have not yet been covered from previous year groups have formed the new curriculum overview sheets, which will be used to plan and teach from. Where possible, objectives have been condensed to allow for vital progression.