

## Hollydale Science Rationale



### **Intent**

It is our intention in Science to develop in all young people a lifelong curiosity and interest in the sciences. When planning for the science curriculum, we intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. Our Kent Science scheme of work ensures that children have a varied, progressive and well-mapped-out science curriculum that provides the opportunity for progression across the full breadth of the science national curriculum for KS1 and KS2.

### **Implementation**

Science units are taught discretely to ensure National Curriculum coverage with cross curricular links where possible. We follow and adapt where appropriate, the Kent Science Scheme which follows the National Curriculum science objectives. Children are taught a range of scientific knowledge as well as working scientifically skills such as predicting, hypothesising and recording. Across the year, pupils cover all five key enquiry types (Comparative/fair test; Observing Changes over time; Grouping and Classifying things; Noticing patterns and relationships and Research using secondary sources). Age appropriate science vocabulary is taught with progression across the year groups. Science cover sheets are used for each topic to ensure children understand the skills and knowledge they will be taught. Formative teacher assessment and summative end of topic assessments are done throughout the year and misconceptions are consolidated accordingly. Pupils also self-assess and evaluate their learning at the end of each topic.

### **Impact**

In Science, progress is measured through a child's ability to know more, remember more and explain more. This can be measured in different ways in our units. Attainment and progress can be measured across the school using our assessment spreadsheets. The learning environment across the school is consistent with science technical vocabulary displayed, spoken and used by all learners. Children who feel confident in their science knowledge and enquiry skills will be excited about science, show that they are actively curious to learn more and will see the relevance of what they learn in science lessons to real-life situations and also the importance of science in the real world.