

Science Curriculum

Intent

We want all pupils at Crowmarsh to develop a curiosity and love of science that will stay with them throughout their lives. High quality science education provides children with the foundations that they need to recognise the importance of science in each aspect of everyday life. Our aim is to hook the children's interest, enabling them to develop a sense of excitement and curiosity about natural phenomena through a science curriculum that is both challenging and enjoyable.

At Crowmarsh, science is a process based on evidence which leads to testable predictions. We use a 'Think Like a Scientist' cycle whereby questions are raised, tested, analysed and reported on. Our aim is to develop a positive culture rooted in a deep understanding of science that produces strong, secure learning. We want children to be confident scientists who are not afraid to question unexpected results.

Our lessons enable the children to link and build on previous experiences and learning, encouraging deeper thinking and understanding. Children increasingly take control of the scientific cycle as they progress through the year groups.

Children are able to explain their own learning and talk enthusiastically about science.

Implementation

Children at Crowmarsh use the 'Think Like a Scientist' cycle.

We ensure that:

- We start all new topics with I Know, Wonder and end with what I have learnt questioning. There is revision of previous topics which builds on previous knowledge. Knowledge and skills are progressively developed throughout the year groups enabling relevant questions to be asked. Topics are regularly revisited through structured retrieval built into each science lesson. We ensure that children are given time to reflect on their findings
- Children's natural curiosity is harnessed leading to developing a scientific approach to solving problems. There is a general sense of enquiry which encourages the children to question and make suggestions
- A focus on using scientific language and vocabulary is pivotal to the success of thinking like a scientist
- Children are encouraged to self-assess through developing observation, measurement, prediction, experimentation, communication, recording, interpretation, explanation and evaluation skills
- There is challenge for all whereby science teaching matches all children's needs
- There are varied opportunities for structured oracy within science lessons to develop the articulation of ideas and supporting engagement with others through spoken language.
- Working Walls represent the cycle are integral to the teaching process

Impact

Our children have the ability to navigate and question an ever-changing world of science having developed scientific enquiry skills, key scientific knowledge and investigative skills.