

# Catcott Primary School Curriculum Statement

## Science

At Catcott, we aim to inspire children to discover a truth in the earth around them. Through science and investigation, children will not only develop our school aims of independence, resilience and thinking skills, but they will also engage with the world around them and develop an understanding of how things work so they can grow up to fully contribute to the society in which they live.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• Big picture: Start with what that children know, understand, are able to do and able to say.</li> <li>• Daily review: Brief review of learning covered in previous lesson/s</li> <li>• Provide information and scientific concepts.</li> <li>• Specify key vocabulary to be used and its meaning</li> <li>• Provide opportunities for the children to investigate in a variety of contexts.</li> <li>• Obtain and present evidence through observations, comparisons and collected data.</li> <li>• Consider and evaluate evidence, making connections with scientific knowledge and understanding.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of the methods and skills of scientists at an age appropriate level</li> <li>• A progression of understanding, with appropriate vocabulary which supports and extends understanding</li> <li>• Confidence in discussing science, their own work and identifying their own strengths and areas for development</li> </ul>
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as scientists.</li> <li>• Ensure an appropriate progression of science skills and knowledge is in place over time so that pupils are supported to be the best scientists they can be, and challenge teachers</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Have developed learning walls which include carefully chosen vocabulary and visual aids which children can continually refer back to in order to support their learning.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>• Have access to learning overviews which children can refer to during lessons. These are</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A varied and engaging curriculum which develops a range of scientific understanding and skills.</li> <li>• Developed and final pieces of work which showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> </ul>

<p>to support struggling historians and extend more competent ones.</p> <ul style="list-style-type: none"> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>• Identify scientists who underpin specific areas of the curriculum and raise aspirations for pupils.</li> <li>• Keep up to date with current science-teaching research and subject development through an appropriate subject body or professional group.</li> <li>• Lead science assessment staff meetings each term.</li> </ul>	<p>used to prompt upcoming learning and for review.</p> <ul style="list-style-type: none"> <li>• Have access in reading corners to scientific texts which are relevant to the current topic in order to extend and further engage them in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• That pupils, over time, develop a range of skills and techniques across all of the areas of the scientific curriculum.</li> </ul>
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Able to critique their own work as a scientist because they know how to be successful.</li> <li>• Safe and happy in science lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses scientific skills and knowledge</li> <li>• Develop scientific skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>