Our Lady of the Rosary Catholic Primary School

"Christ at the centre, Children at the heart."

"Science aims to stimulate our natural curiosity in finding out why things happen in the way we do. It teaches methods of enquiry and investigation to stimulate creative thought.." National Science

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?
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality.	**Our teaching sequence will be:** • Big Question: Start with what the children know, understand, are able to do and able to say. Daily Review: Revisit previous learning. • Provide information and scientific concepts. • Specify key vocabulary to be used and its meaning. • Provide opportunities for the children to investigate in a variety of contexts. • Obtain and present evidence through observations, comparisons and collected data. • Consider and evaluate evidence making connections with scientific knowledge and understanding.	**Pupil Voice will show:** • A developed understanding of the methods and skills of scientists at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing science, their own work and identifying their own strengths and areas for development
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as scientists. • 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 to support struggling scientists and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify scientists who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current science-teaching research and subject development through an appropriate subject body or professional group.	**Our classrooms will:** • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.	**Displays around school and books will show:** • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of scientific understanding and skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the scientific curriculum.

The class teacher will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.	**Our children will be:** • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a scientist because they know how to be successful. • Safe and happy in science lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses scientific skills and knowledge • Develop scientific skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	**The curriculum leader will:** • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.