Malvern Parish CE Primary School

'Learning Together for an Exciting Future'

At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I come that they may have life and have it to the full". *John 10.10*

"For I know the plans I have for you," declares the LORD**, *"plans to prosper you and not to harm you, plans to give you hope and a future."*** Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.

Science at Malvern Parish

Intent

Science teaching at Malvern Parish CE Primary School aims to develop and foster children's interest and curiosity and give all children a strong understanding of the world around them whilst acquiring skills and knowledge to help them think scientifically. We aim for them to gain an understanding of scientific processes and an understanding of the uses and implications of Science, today and for the future.

At Malvern Parish Primary School, scientific enquiry skills and knowledge are taught as part of cross-curricular topics. These skills and knowledge are taught and revisited throughout their time at school. For example, units such as Plants, are taught in Key Stage One and built on in Key Stage Two. This allows children to embed their learning and build upon their prior knowledge which increases their enthusiasm for the subject and enables them to flourish.

In Science, we aim to create a sense of awe and wonder as we believe that all pupils should be curious and ask questions about what they are seeing occurring and how things behave. They are encouraged to use scientific vocabulary from an early age to talk about what they have found out and to communicate their ideas in a variety of ways. As the pupils progress through school, they should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. They also use scientific knowledge to draw conclusions based on their evidence and use their understanding to explain their findings.

Implementation

Learning is planned and sequenced to develop skills and knowledge and moves towards a clearly defined end point. It is designed in such a way that enables children to build upon what has been taught before and to transfer key knowledge to long-term memory. As part of our planning process, teachers sequenced National Curriculum objectives between Key Stage One, Lower Key Stage Two and Upper Key Stage Two to ensure progression across the whole school. These objectives were then grouped by teachers into cross-curricular topics to form our two-year curriculum plan.

Science teaching and learning in school will always contain a sequence of lessons which carefully plans for progression and depth within that unit and across Key Stages. Science teaching and learning may also include:

- An immersion task
- A trip or visit from an expert to enhance the learning experience e.g Magic of Science at Malvern College, Qinetic
- Open ended questions to investigate and apply their learning
- Practical investigations and observations of their immediate environment and the wider world
- Using ICT to record observations and present data
- Opportunities to share children's learning with the school community e.g. Parental Engagements, Class Assemblies, Science Fairs
- An understanding of how that particular area of science links to them and the world around them

Impact

Our Science curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making expected or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Termly monitoring of books and learning walks.
- Talking to the children about their learning in science.
- Termly assessment by class teachers which is then reviewed by subject leaders.

As a result of our approach to teaching Science:

- Children enjoy and are enthusiastic about Science in our school;
- Children ask questions and are curious about scientific concepts and the world around them;
- There is a clear progression of children's work and teachers' expectations in our school;
- Children's work shows a range of topics and evidence of the curriculum coverage for all science topics;
- Children become increasingly independent in Science, selecting their own tools and materials, completing pupil led investigations and choosing their own strategies for recording.