



Intent

At Brindishe Schools, we want children to be curious about the world around them and to develop the expertise to be able to perform everyday tasks confidently, participating successfully in an increasingly technological society.

Children will be taught explicit science knowledge and vocabulary that they will build upon during their time at the school. They will question, research, investigate, observe and classify linked to real and relevant situations. This will mean that they will be creative when solving problems.

Implementation

Our Science curriculum is taught for at least an hour every week from Year 1 – Year 6. 'Working scientifically' skills are taught alongside key knowledge based on chemistry, physics and biology. Each year group has a programme of study with statutory requirements. There are 4 in both Year 1 and 2 and 5 in Years 3 – 6. Every year, children investigate using the 5 different types of experiment: observing over time, pattern seeking, sorting & classifying, researching and conducting a fair test.

In Early Years, children self-select during the year from a wide range of resources. They learn about similarities and differences in relation to objects, materials and living things. They also talk about changes.

In Key Stage One, the learning focus is on children experiencing and observing phenomena, asking questions and looking closely at the world around them, both natural and human-made. Most learning is done through first-hand learning experiences with some use of books, photographs and videos.

The learning focus in lower KS2 is for children to broaden their scientific view of the world around them. They are encouraged to explore, test and develop their ideas about everyday phenomena. During learning, they begin to choose investigations that will help them answer their questions. They are taught to use scientific language to explain what they have found out.

In upper KS2, the learning focus is for children to develop a deeper understanding of a wide range of scientific ideas. They are introduced to more abstract concepts which help them predict what might happen in their experiments. Children are also encouraged to notice patterns and identify how scientific ideas change and develop over time. They should now be confident when choosing the ways to answer their questions and when using scientific knowledge to explain their findings.