



Curriculum Expectations

Science



Subject Leader:

Georgia Garrard

Curriculum Coverage

The Science curriculum at Christ Church focuses on delivering broad and balanced learning experiences whilst also allowing opportunities to recall prior knowledge. The curriculum offer focuses on the three main strands of Science knowledge (Biology, Chemistry & Physics) and teaches Working Scientifically skills throughout these different disciplines. Coverage of skills is inline with the National Curriculum with the expectation that some skills are introduced earlier or repeated in a different context to provide greater depth of learning. Throughout their time at Christ Church children will recall and build upon prior knowledge and skills to support their understanding of the wider world.

How often?

A one hour Science lesson is taught on a weekly basis to children in Year 1-Year 6. In Reception, scientific concepts are taught within 'Understanding the World'.

By whom?

Science lessons are planned and delivered by class teachers in each year group.

Whole school experiences & cross curricular

Christ Church aims to encourage curiosity and appreciation of the Sciences further at key points throughout the year - including taking part in National Science Week. Valuable cross-curricular Science links are made whenever possible and Science non-fiction or fiction texts are used during guided reading sessions across all year groups.

What does a typical lesson look like?

Science lessons start with recall of previous learning in order to make links with prior knowledge. To further support the ability to make links with prior learning, the discipline of the Science being taught is shared with the children in the class (Biology, Chemistry or Physics). New teaching and learning is then introduced to the children and when applicable children may begin activities sooner or later than others dependent on their task and ability. Lessons are sequenced to build upon prior learning and include the opportunity to use Working Scientifically skills in every lesson. The focus and nature of the Working Scientifically skills are made clear during the teaching process. When applicable or necessary, children are grouped in order to carry out investigations. Roles may be assigned within groups to ensure individual children are supported and have clear purpose. Where the task is deemed too challenging for an individual, scaffolding will be provided in many forms including an adapted task, support or reduced skill focus.

Which resources are used?

We have a wide range of resources to enhance Science lessons and to support investigations.

All children are taught how to safely and effectively use resources provided before carrying out investigations.

Display expectations

Displays are updated regularly with children's work and scientific vocabulary as the learning progresses. The class display is a place where children can look to recall previous knowledge and learning. Biology, Chemistry and Physics headings are displayed all year round with a sample of work remaining on display to promote recall.

How is it monitored?

The subject leader regularly monitors planning and Learning Journal reviews are carried out throughout the year. The subject leader has discussions with class teachers and children across school to gain an overview of teaching and learning taking place. Coverage of the Science skills is monitored in the year group blue curriculum folders and evidenced on weekly and medium-term planning.

How is it assessed?

Formative assessment takes place on a weekly basis through in-class observations. A clearer insight into a child's ability in Science is built up through marking and feedback, discussions with pupils and assessment against year group curriculum expectations.