



Curriculum Expectations

Science



Subject Leader:

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Curriculum Coverage

The Science curriculum at Christ Church focuses on delivering a broad and balanced learning experiences whilst also allow opportunity 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 national curriculum expectations 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 primary school children will recall and build upon prior knowledge and skills to support their understanding of the wider world.

How often?

A science lesson should be taught on a weekly basis for a minimum of 1 hour.

By whom?

Science lessons are planned and delivered by Class Teachers and PPA staff.

Science Enrichment

Christ Church aims to raise the profile of science further at key points throughout the year - including taking part in national science week. Opportunities for cross curricular science links to be made should be taken advantage of and it is the expectation that science non-fiction or fiction texts are used during guided reading sessions.

What does a typical lesson look like? (include scaffolding)

Science lessons start with recall of previous knowledge in order to make links with prior learning. To further aid this ability to make links with prior learning, the discipline of the science being taught is shared with the children in the class (biology, chemistry and 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 understanding. 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 will be made clear during the teaching process. When applicable or necessary, children will be 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, word banks or adult support.

Which resources are used?

A variety of resources are needed in science lessons. The majority of science resources and equipment are located in a dedicated science cupboard in the Subject Leaders classroom. Additional resources can be ordered by the subject lead with advanced notice.

Display expectations

Each classroom display builds on prior learning and shows the journey of science knowledge building across the academic year. Each half-term, new knowledge and vocabulary is displayed alongside elements of working scientifically skills being demonstrated in the classroom.

How is it monitored?

The subject leader monitors planning and learning journal reviews are carried out throughout the year. The subject lead will have discussions with class teachers, PPA staff and also children to gain an overview of teaching and learning taking place.

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 PPA staff and assessment against year group expectations.