Stradbroke CE
Science Statement

Intent

What do I want science to do for our children?

- Fun – science should be an enjoyable and exciting area of learning for primary children
- Instil an awareness of the world around them
- Practical experience – conducting observations, investigations, experiments and analysis of findings
- Knowledge - of specific scientific processes and facts in biology, chemistry and physics
- Collaboration – working together with their peers to further their own knowledge and understanding and that of others
- Innovation – using experience gained in lessons to carry it forward in new and exciting ways to further their learning
- Language – know and understand the subject specific vocabulary that good scientists use in their everyday communication of ideas and learning
- Application – of skills and knowledge to evidence deep and embedded learning
- Confidence – to take risks in their learning and learn from their mistakes
- Influence – engage others with their enthusiasm and ideas and convince them to make changes or go forward in a different way to enhance the understanding of science and the world around them
- Impact – demonstrate how good science knowledge and application benefits the wider community and how their own self-discipline impacts on their growing knowledge and enjoyment of science

Implementation

How do we prepare children for the future?

Stradbroke uses Kapow Scheme to ensure:

Science should relate to practical living *and* relate to future career choices particularly with the advancements of the digital age. We should look to forging links with the local science community – Norwich is a hub for science innovation and advancement and opportunities for careers locally are very real possibilities for our current primary aged children in their future.

We want our children to develop a thirst for knowledge of the world around them, developing their practical skills, collaboration and leadership skills. They need to know and understand how to extract, record and analyse/interpret data – both that which is generated

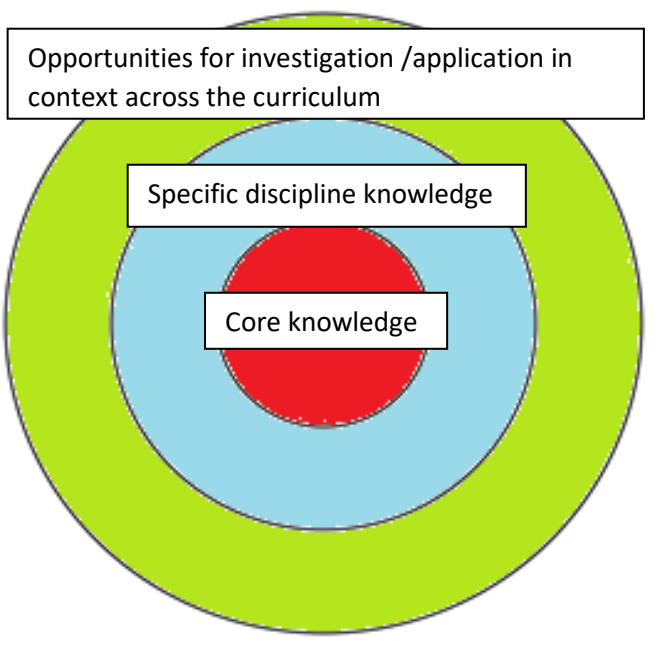
by their own investigations and that which is presented to them via different media. They should become more 'rounded' individuals, curious about the world around them and how it works- and recognise how science is essential to enable the building of a sustainable future.

How do we ensure inclusivity in science?

Language and activities should be accessible to all, allowing children to present their work in the ways in which they are able – using different media and their own skills – using photography, tables, charts, diagrams, video, verbal and practical demonstrations.

Time for the familiarisation with language and processes should be allowed for those children who require it in the form of pre-teaching and personal searches.

The approach to science



How do we make the learning 'stick'?

Revisit and review

POP tasks

Make it exciting, work cross-curricular, make it interesting and relevant.

How is science enriched?

- We provide a wide range of resources
- We bring in outside resources and influences
- Arrange visits to relevant sites and places of interest

Impact

How do we measure impact?

- Pupil voice, book looks, POP tasks, positive attitudes, enthusiastic engagement
- Most children are able and at the expected level of attainment for their age – some children are above expected and have reached a deeper level of understanding
- Staff feedback, built in time for review/revise and revisit followed by further POP tasks with teachers adapting their teaching in response to pupil outcomes.