



Nevill Road Junior School Science Policy 2020-2021

Intent

Why do we teach this? Why do we teach this is the way we do?

- Science teaching at Nevill Road Junior School aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically.
- Our aim is to help children understand the implications of Science in the real world, today and for the future.
- Concepts taught should be reinforced by focusing on the five key features of scientific enquiry.
- All children are encouraged to develop and use a range of 'working scientifically' skills, including observations, planning and investigations, as well as being encouraged to question the world around them and explore possible answers for their scientific- based questions.
- Specialist vocabulary is taught and built up throughout Key Stage 2.

Implementation

What do we teach? What does it look like?

We follow the National Curriculum, using our progression grids to ensure full coverage throughout the Key Stage. At the start of each unit we assess the children's knowledge using a pre-learn assessment. Children's understanding is then assessed at the end of the unit using a post-learn assessment. Within the science lesson, they all begin with a quick recall of the previous lessons vocabulary and end with a reflection time focusing on vocabulary and key learning using the purple sheet stuck in the front of the books.

When planning for objective coverage, teachers are expected to:

- Assess prior knowledge using a pre-learn
- Cover any gaps in knowledge
- Include a section for the inclusion of key vocabulary in the 'knowledge organiser'
- In every lesson ensure that both knowledge and 'working scientifically' skills are taught
- At least one investigation per term
- Ensure children are aware of and use the Five Levels of Enquiry
- Complete a post-learn at the end of a unit

Impact

What will it look like by the time children leave school and at the end of each academic year?

The exploration of science should be interactive and engaging, with content made relevant to children's real-world experiences and contextualised thus to support consolidation and retainment of knowledge and skills.

Children should approach scientific concepts with confidence and enthusiasm, and take on tasks and challenges that call for application of varied knowledge across units of work. They should select from a variety of skills with self-assurance and a willingness to collaborate.

Children should be encouraged to follow their own lines of enquiry whilst being able to use and apply the vocabulary introduced by their teacher as part of each unit.