



Wheatlands Primary School Science Policy

This policy outlines the teaching, organisation and management of science taught and learnt at Wheatlands Primary School.

Our Vision

We encourage our children to be inquisitive and we want them to be equipped with the knowledge base and scientific skills required to understand the uses and implications of science, today and for the future.

At Wheatlands, a strong emphasis is placed on developing independent and thoughtful learners who are resilient. Throughout the programme of study, the children will acquire and develop the key knowledge and vocabulary identified within each year group, as well as the application of specific scientific skills, in a way that facilitates their confident, active participation in enquiry at a level appropriate to their stage of development.

Our pupils will be encouraged to ask questions and begin to appreciate the way science will affect their future on a personal, national and global level which includes all elements of STEM (Science, Technology, Engineering and Maths) where applicable.

Aims

- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life, including the contribution made by famous scientists
- to build on pupils' curiosity and sense of awe of the natural world, wherever possible through first-hand experience and to encourage them to question and make suggestions
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to introduce and develop pupils' use of the language and vocabulary of science and provide regular opportunities for them to use appropriate scientific terms when communicating their ideas
- to give pupils opportunities to use technology (i-Pad, video, digital camera, data logger) to research, record, store data and present findings as part of their scientific studies
- to extend the learning environment for our pupils through outdoor learning within the school grounds and beyond

- to promote STEM (Science, Technology, Engineering and Maths) across our learning
- to promote a 'healthy lifestyle' for all of our pupils
- to develop a knowledge of the science contained within the programmes of study of the National Curriculum.

Principles of Teaching and Learning

Differentiation and Additional Educational Needs

The study of science will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Science in School

Science permeates every aspect of our lives and is therefore relevant to most areas of the curriculum. Pupils' learning in science is enhanced and promoted through assemblies, science weeks, visits and visitors to school. Science Ambassadors are chosen in school to promote science and engage children with their passion and flair for the subject.

Continuity and Progression

In EYFS, pupils investigate science as part of their areas 'Communication and Language', 'Personal, Social and Emotional Development' and 'Understanding the World'. Children are encouraged to investigate through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn whilst experimenting independently in a variety of settings. By careful planning, the knowledge and content prescribed in the National Curriculum will be introduced throughout both key stages in a progressive and coherent way. Pupils in Key Stage 1 will be introduced to science through focused observations and explorations of the world around them. Teaching activities in this phase will ensure that pupils have the necessary vocabulary as a firm foundation for developing understanding of key scientific concepts. Investigative skills will be taught through supportive investigations progressing to more independent work and application of skills at Key Stage 2. Throughout the school, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014.

Policy updated: October 2021