



GATEWAY FEDERATION SUBJECT STATEMENTS

Curriculum Subject Area Science

Date April 2020

INTENT (Aims, Aspirations, Linked to school values, Linked to our 'Federation Curriculum Statement')

We aim to provide a curriculum that will inspire and challenge our pupils. At Gateway Federation the science curriculum we offer is progressive, building on children's prior knowledge and enabling a strong foundation for future learning. We teach in revisited topics that allow children to review, evaluate and deepen their own learning. Our children's curious minds are challenged, supported and developed. This creates opportunities to build resilience and is where they can access new ideas at an individual level. We aim to support all children and ensure learning opportunities are suitable to individual needs.

Where possible our teaching and learning of the Scientific knowledge and Understanding aspect of the National Curriculum is linked to the Imaginative Learning Projects taught. This further empowers our children to make many more links and establish firmer learning pathways. Teachers use the correct scientific terms and key vocabulary is displayed in classrooms and used continually by pupils.

We endeavour to provide the opportunity for our children to work scientifically in and through every lesson, creating a secure environment where investigational skills and enquiring mind sets are valued. Children are encouraged to have a questioning approach to learning and we value when the children's thoughts and ideas steer our learning.

We have excellent resources in school which the children use on a variety of occasions. We also believe that exploring the wider classroom is essential for deep learning to occur. We have regular science days and weeks of further enrichment, where we have employed others to widen our mind-sets and deepen our understanding. The links we have with the local primary schools further stimulates and enthuses science learning.

IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)

- We cover the 2014 National Curriculum in a progressive, cyclic project-based programme. Lessons are usually taught weekly with occasions where an in-depth research maybe best delivered in a block.
- In EYFS Science is covered through activities linked to 'Understanding of the World'.
- We use a hands-on approach to teaching and learning science, where the children are encouraged to ask questions and make links with previous learning in order to create a deeper understanding and build knowledge. Equipment is used sensibly and responsibly.
- Together we track and monitor learning to ensure all children's needs are met and as individuals they make progress in their learning.
- Together with local schools we have established science days, events, fayres and exhibitions, which promotes science understanding and inspires children's learning, making further links.
- We provide a variety of opportunities for science learning both inside and outside of the classroom. Learning within our Forest School settings is an essential part of developing scientific knowledge and enquiring minds.
- We have science based extracurricular clubs run by teachers and parents that children choose to attend.



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- CPD will be offered to staff where needed. This may be in the form of courses to attend, online CPD programme and resources or the SL delivering modelling, training and feedback.

Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior to/at the start of the topic, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, images & diagrams, texts etc. and using directed adult support.

IMPACT (Measure of Success)

In the Gateway Federation our Science Curriculum is high quality, well thought out and is planned to demonstrate progression. Most children are deemed to be making good or better progress.

We have an established tracking system where teachers can record and monitor individuals learning profiles in order to ensure their planning is relevant and accessible.

Through pupil voice activities and questionnaires, the children's love of science and their positive learning situations, show how successful science is here.

Positive areas for the subject. (What is working well in our schools?)

- All staff have a very secure understanding of the Science curriculum and endeavour to teach high quality science lessons. We are able to develop our curriculum extensively because our children are encouraged to be curious and ask questions. This means their motivation and enthusiasm for science is infectious.
- Key participation in local Science hub, involving stem activities and cluster science fairs.

Areas for development for the subject (2 or 3 points at the most)

- To maintain a working scientifically lead curriculum while delivering the knowledge and understanding content sufficiently.
- to ensure that children's scientific knowledge becomes part of their long-term memory and enables them to make many links.
- To establish science ambassadors.

Examples of experiences & activities children will have / do.

- Science Clubs
- Science week
- Attending exhibitions
- Hosting and being part of regular cluster science fairs
- External visitors e.g. Planetarium, Forensic Team
- Cluster science events.
- Science trips / aspect to a trip.