



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

Science

PLANNING for DELIVERY

Children will access up to 2 hours of lesson weekly. Our science rolling programme specifies the units from Hamilton Trust to ensure progression and coverage. Key Stage 1, Lower KS2 and Upper KS2 follow a two year rolling programme which can be found in the shared school Google Drive folder. The Hamilton Trust resources can be found at:

<https://www.hamilton-trust.org.uk/>

Understanding the World objectives are taught through the continuous provision and are often child led in the Early Years. Staff will deepen and broaden through thoughtful targeted questioning. Early Years are sometimes taught with Key Stage One where appropriate to enable them to have readiness and have access to vocabulary appropriate for their next stage of learning.

The following year groups will generally be taught together:

Years EYFS, 1 & 2

Years 3 & 4

Years 5 & 6

The mixed age plans provide starting points for differentiation so that children can be taught within these groupings. Planning is reflective of Assessment for Learning.

Learning objectives for EYFS are sourced from Development Matters. This can be found on the staff shared drive.

PROGRESSION and DIFFERENTIATION

The Science sessions are taught through a two year rolling programme, ensuring that all children have access to the full range of experiences and coverage, over their time at Cawthorne's Endowed School. This also provides the opportunity to develop skills, disciplinary knowledge and scientific enquiry in a coherent manner. Opportunities are given throughout different units to use the skills taught in each Key Stage as well as building on prior knowledge. All work is differentiated to the needs and abilities of children, this is through questioning, support, expectation, work set and outcome.

CHALLENGING THE HIGHER ABILITY

All the learning activities are differentiated so as to provide appropriately challenging learning for all pupils. Many of the activities are differentiated by outcome as well as by the method of recording completed work, questioning and work set related to the main lesson objective. Lesson objectives can vary depending on ability of the individual. Extension activities can be used where appropriate for higher abilities which are developed particularly with talented or gifted children in mind.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.

ASSESSMENT for LEARNING and Assessment of Learning

At the start of each unit, children will demonstrate their prior knowledge in the subject. This is referred back to, throughout the unit. They are given the opportunity to demonstrate the skills, scientific enquiry and disciplinary knowledge (behaving like a scientist). All children in Key Stage One and Two have individual Science books. KLIPs documents are regularly updated to show a build-up of skills, disciplinary knowledge and scientific enquiry taught.

Teachers are constantly assessing children through questioning, observation and through the work created. Evidence of engagement with learning activities will be regularly collected through photographs, audio and video and printouts of children's work. All staff will use an 'S' to indicate where children have completed work with **support**. It is presumed that all other work will have been completed independently. All of this will be used to inform support within the lesson, as well as future planning of work and the next steps in learning.

Summative comments are written on an end of year report to parents. Annual report comments are made to reflect each unit of work. These are written in the light of the skills, disciplinary knowledge and scientific enquiry that each child has acquired and developed throughout the unit.