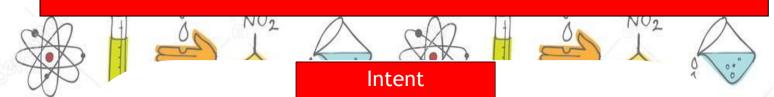


Aim high, believe; Fly high, achieve.

Science Curriculum Statement



The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

At Archbishop Wake CE Primary School, we believe that Science should evoke curiosity, through awe and wonder, whilst pupils begin to make connections and understand the world around them. We have high expectations of all our pupils and aim to foster a love of scientific enquiry, which will fill children with aspiration for the future. Wherever possible, we aim to make links between what is taught in the classroom and what is observed in the community and world around them. Our inclusive Science lessons are designed to support learning at a variety of levels to ensure that all children reach their potential and develop a solid understanding of scientific processes. Alongside this, children will build upon specialist vocabulary and use technical terminology accurately and precisely to increase their overall understanding.

Working scientifically Year 1 and 2

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Working scientifically Year 3 and 4

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

