

Science

Intent	Implementation	Impact
<p>Our vision for science:</p> <ul style="list-style-type: none"> <li>“ Science at Our Lady’s should be engaging, purposeful and practical. It should show clear progression in a pupil’s career, and be pupil-lead, where possible.</li> <li>“ Science should develop and nurture children’s curiosity, promote critical thinking alongside a love of learning; children should see the science in their daily lives and make clear and strong links across subjects.</li> <li>“ Science should be relevant, current and thought-provoking. In our school, we want children to be inclusive and to develop a rich scientific vocabulary along their learning journey.</li> </ul>	<p>Only when this is implemented will children:</p> <ul style="list-style-type: none"> <li>· Share a joint love of science</li> <li>· Make clear progression across the subject, across their learning journey</li> <li>· Make links with other subjects and see the science in the world around them</li> <li>· Become independent learners when they set up equipment, tests, and record findings and data, working well collaboratively</li> <li>· Have a wide range of scientific vocabulary and be articulate in their explanations</li> </ul> <p><u>Staff will:</u>            Have high expectations and have accurate assessment of learning            Keep SLT up to date with developments in topic            Attend Ogden partnership meetings, training and events</p>	<ul style="list-style-type: none"> <li>· In order to implement our vision, we need to have / do the following:</li> <li>· Have staff who are confident and enthusiastic in teaching the subject, with a high level of subject knowledge (aided by CPD, staff training)</li> <li>· Deliver well-thought out relevant lessons in a logical sequence, to deliver the knowledge and skills needed, be aware of what is taught before and what children should already know</li> <li>· Deliver engaging lessons, where children can ask questions, experiment, and have meaningful experiences</li> <li>· Maintain equipment and order resources when needed</li> <li>· Monitor subject coverage, ensuring children understand key principles</li> <li>· Make scientific vocabulary a focus in lessons</li> <li>· Ensure practical lessons cover the spread of key working scientifically skills</li> </ul>

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Year One	Everyday Materials	Seasonal changes 1	Animals Herbivores / carnivores	Plants Identify and describe structure	Humans Senses and parts of body	Seasonal Changes 2
Year Two	Living things and their habitats	Exploring Materials	Plants	Animals Including Humans	W/ S measure	W/ S measure
Year Three	Rocks	Light	Skeletons	Healthy Eating	Plants	Forces
Year Four	Humans (teeth disgestion)	Electricity	Living things and their habitats	Sound	States of Matter	Subjects extended to cross terms
Year Five	Forces (air resistance, gravity, upthrust)	Materials reversible and irreversible change	Materials and their properties	Forces and mechanisms pulleys, levers, cogs,	Earth and Beyond	Living Things and their habitats Life cycles
Year Six	Living things classification	Evolution and inheritance	Light	Animals, diet exercise healthy living	Electricity	Animals (heart and circulation)