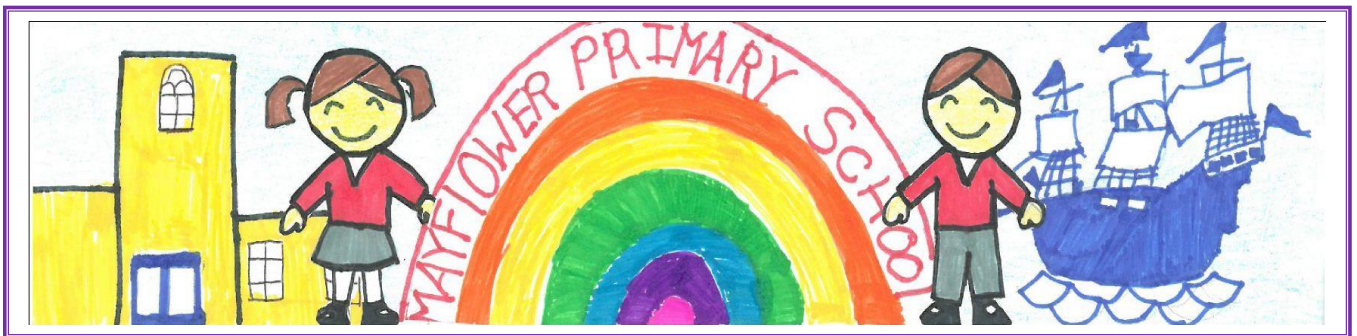
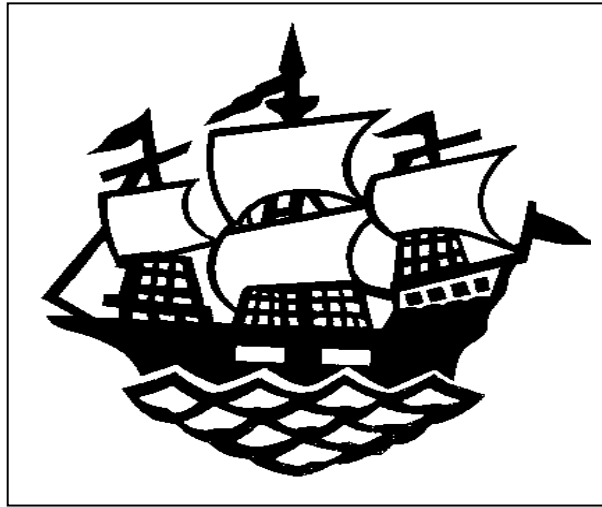


MAYFLOWER PRIMARY SCHOOL



Science Policy

Introduction

Mayflower Primary School understands the need for all pupils to develop their Scientific ability as an essential component of all subjects and as a subject in its own right. A good understanding of scientific knowledge and conceptual understanding helps to support pupils work across the curriculum.

Aims:

At Mayflower Primary school we believe that Science is a body of knowledge built up through experimental testing of ideas. Science is also a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Our aims in teaching science include the following:

- Preparing our children for life in an increasingly scientific and technological world today and in the future.
- Helping our children acquire a growing understanding of the nature, processes and methods of scientific ideas.
- Helping develop and extend our children's scientific concept of their world.
- Building on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and developing the skills of investigation – including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Developing the use of scientific language, recording and techniques.
- Developing the use of computing in investigating and recording.
- Making links between science and other subjects.

Statutory Requirements:

Statutory requirements for the teaching and learning of Science are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory framework for the Early Years Foundation Stage, September 2014.

How Science is structured through the school:

Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Science 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Science teaching at Mayflower Primary School involves adapting and extending the curriculum to match all pupils' needs. Where possible, Science will be linked to class topics. Science will also be taught as discrete units and lessons where needed to ensure coverage. Teachers plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Foundation Stage (reception pupils):

Pupils explore science topics through making predictions, using their senses and investigating materials and their properties. Science is taught through the strand of, 'Understanding the World'. Science teaching and learning is also linked to the other strands of The EYFS framework for learning, 2014. Teachers and teaching assistants support pupils to develop a solid understanding of things occurring around them in their day-to-day lives. Children are encouraged to be creative and inquisitive as they participate in activities. Pupils are encouraged to use their natural inquisitiveness, while taking part in exploratory play in specific scientific areas as well as areas that link across the EYFS framework.

Key Stage One (year one and two):

During Key Stage one, pupils observe, explore and ask questions about living things, materials and the world around them. They begin to work together to collect evidence to help them answer questions, find patterns, classify and group objects, research using a variety of sources and carry out fair testing. Pupils use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables. Science lessons in Key Stage one are either taught discretely or where possible connected to other curriculum areas. Pupils often use the outdoor areas in their science learning.

Key Stage Two (years three – six):

Children are encouraged to extend the scientific questions that they ask and answer about the world around them. Pupils carry out a range of scientific enquiries including: observations over time, pattern seeking, classifying, grouping and researching using other sources (including computing resources). Children in Key Stage Two learn to plan science investigations by only changing one variable to make it a fair test. Pupils in Key Stage two extend their scientific learning using the outdoor areas.

Cross-curricular Science Opportunities:

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Science lessons to other areas of the curriculum.