Mayflower Primary School

Science Curriculum Statement 2024 – 2025

Intent

At Mayflower Primary School, we encourage children to be inquisitive throughout their time at the school and beyond. Our Science curriculum fosters a natural curiosity in children about our universe, the earth and promotes respect for living and non-living things. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group.

The key knowledge identified by each year group is informed by the National Curriculum and builds towards identified phase 'end points' in accordance with NC expectations. Key skills are also mapped for each year group and are progressive throughout the school. These too ensure systematic progression to identified skills end points which are in accordance with the Working Scientifically skills expectations of the National curriculum.

The curriculum is designed to ensure that children are able to acquire key scientific knowledge through practical experiences; using equipment, conducting experiments, building arguments and explaining concepts confidently. The school's approach to science takes account of the school's own context, ensuring access to people with specialist expertise and places of scientific interest as part of the school's commitment to learning outside the classroom. Cross curricular opportunities are also identified, mapped and planned to ensure contextual relevance. Children are encouraged to ask questions and be curious about their surroundings and a love of science is nurtured through a whole school ethos and a varied science curriculum.

Implementation

The National Curriculum is used to plan and deliver the teaching of Science at Mayflower Primary School in a systematic and progressive way. EYFS science is organised around the specific area of learning 'Understanding the World'. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this. Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career, and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in keeping with the topics.

The learning environment and teaching strategies help to keep all children engaged and inspire them to want to investigate the world around them through group discussions, presentations, demonstrations, videos, practical explanations, experimental work, as well as child-led instruction where this is possible and appropriate. Key scientific language is modelled and taught throughout lessons enabling our children to be familiar with and use vocabulary accurately. Learning activities focus on developing our children to enquire, observe, locate sources of information, plan investigations, select appropriate equipment and use it safely, measure, record and analyse results and communicate findings.

The 2014 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 skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this

Impact

At Mayflower Primary School, the science curriculum is designed to ensure that children are able to acquire key scientific knowledge through access to a range of investigative activities and learning opportunities. It provides children with the foundations for understanding the world that they can take with them once they complete their primary education. The impact of science is measured through learning walks, book scrutiny, pupil voice and tracker data analysis.

Mrs Rizwana Khan (Science Co-ordinator)