



Intent	<ul style="list-style-type: none">• At Sandhills we want every child to be involved within Science.• Throughout their education we want children to come up with their own investigation and to carry them out. Within this children will build on the investigation process (results, conclusion, prediction etc.).• The children are taught through carefully selected topics, that allow Science to link to other subjects.• By being involved within Science, we expect children to use scientific language to help with their explanations.• From Foundation to Year 6 children are taught to gain knowledge in a range of scientific subjects (living things, animals, materials, electricity, etc.) and show progression in these.• We expect that all of the above will enable the children to use Science in the wider world.
Implementation	<ul style="list-style-type: none">• Science is taught weekly, which will include the teaching of working scientifically embedded within the teaching of the Science units.• Teaching and learning are sequenced cumulatively to ensure children have the necessary skills and knowledge to make sense of the next step in their Science learning.• Teachers have high expectations of all children. Appropriate scaffolding may be used to make sure all children can access Science lessons. We welcome our responsibilities under the Equality Act 2010 and seek opportunities to ensure equality, diversity and inclusion are paramount.• Every term there is a Science Assembly for the whole school, which models the intent of Science at Sandhills.• Every year, the children of Sandhills take part in a Science day. This involves creating their own investigation using the planning house. They plan, carry out and conclude their own investigations. By the end of the day, each class sends a group with the best investigation process to the hall. Sandhills invites parents (who work in the Scientific industry), governors and other Scientific links to help judge the final groups.• Throughout the year, Sandhills invites in Scientific guests to present their knowledge to the children.• Every lesson includes an elicitation activity to recap scientific knowledge but to also allow teachers to adapt their planning to enable full coverage of the curriculum.
Impact	<p>As a result of the Science curriculum at Sandhills Primary School, children will:</p> <ul style="list-style-type: none">• Have secure scientific knowledge• Know how to carry out scientific investigations• Be able to accurately use scientific vocabulary to describe their learning• Be curious about Science• Enjoy working scientifically and learning about Science <p>Impact is measured by looking in children’s books, pupil voice, formative/summative assessments and elicitation activities. Children’s attainment and progress are tracked using Target Tracker. Information is recorded on the schools tracking system and this is used to inform future planning.</p>



	<p>At Sandhills we believe that Scientific learning takes place when:</p> <ul style="list-style-type: none">• Progression through the scientific subjects is clear• Children are using the planning house format for investigations• Science is linked to the real world• There are a range of investigations within the classrooms, linked to the working scientifically butterfly• Scientific vocab is displayed with a definition and/or picture (depending on year group)• Working scientifically butterfly posters are displayed and used within the classroom• Children are using scientific resources/equipment
<p>Aims</p>	<p>The national curriculum for Science aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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.
<p>Coverage and Progression</p>	<p>Key Stage 1 pupils will be taught about:</p> <ul style="list-style-type: none">• Working scientifically• Plants• Animals, including humans• Everyday materials• Seasonal changes• Living things and their habitats• Uses of everyday materials <p>Lower Key Stage 2 pupils will be taught about:</p> <ul style="list-style-type: none">• Working scientifically• Plants• Animals, including humans• Rocks• Light• Forces and magnets• Living things and their habitats• States of matter• Sound• Electricity <p>Upper Key Stage 2 pupils will be taught about:</p> <ul style="list-style-type: none">• Working scientifically• Living things and their habitats• Animals, including humans• Properties and changes of materials• Earth and space• Forces• Evolution and inheritance• Light



	<ul style="list-style-type: none"> • electricity <p>The detail of the EYFS Curriculum (Understanding the World) and the National Curriculum for Science (Working Scientifically, Everyday materials, Sound, Electricity, Light, Animals including Humans, Evolution and Inheritance, Seasonal Changes, Plants) can be found in the relevant documents on the school’s website</p>
Records and Assessment	<p>Pupils’ experiences and achievements in Science are recorded throughout, and at the end of each phase</p> <ul style="list-style-type: none"> • Scientific language within books and through verbal conversations • Children using the Scientific language to explain their scientific knowledge • The investigation planning format within the classroom/books • Children planning and carrying out investigations <p>Assessments are made through:</p> <ul style="list-style-type: none"> ○ Observing ○ Listening ○ Questioning ○ Measuring <ul style="list-style-type: none"> • The tracking tool ‘Target Tracker’ is used to record pupils’ attainment against their age appropriate objectives; teachers then use this information to plan the ‘next steps’ of their learning. • Statutory data for pupils’ achievement in science is submitted at the end of Year 2 and the end of Year 6.
Inclusion	<ul style="list-style-type: none"> • We are committed to Inclusion • We aim to identify, understand and overcome barriers to participation and belonging • We provide equal opportunities for all learners regardless of age, gender, ethnicity, impairment, medical concerns, attainment or background
Safety	<ul style="list-style-type: none"> • All activities will take place with due regard to the health and safety of all participants. • Risk Assessments for Science are maintained and appropriate equipment is regularly checked.
Review	<ul style="list-style-type: none"> • This curriculum statement will be reviewed regularly by the subject leader.