



## **The Crescent Primary School Curriculum**

### **Subject: Science**

#### **Intent: What are we trying to achieve with our (subject) curriculum?**

- At the Crescent Primary School we believe that science is the key to developing children's curiosity and we want our children to work as scientists to develop their way of thinking. Science provides the foundations for understanding the world around us. Fundamentally, we want the children to discover, explain and develop their knowledge and skills through investigations and working scientifically.
- Becoming a scientist begins in our Early Years classrooms where our children learn about science first hand: through carefully planned play based activities both inside and utilising our outside space. We feel it is important that children in EYFS are given every opportunity to discuss and explore their own ideas with increasing curiosity.
- In Years 1-6 our science curriculum is progressive to ensure that key concepts, skills and vocabulary are embedded across the school, as well as putting in place incremental learning steps which will continue to build on and broaden children's scientific knowledge and understanding.
- Science is taught weekly, allowing all children, including disadvantaged or minority, to explore and consolidate their learning. Children are given regular opportunities to develop their investigation skills in each unit of work. They use the investigation pyramid to enable them to encourage child-led investigations.
- At the Crescent we believe that children should 'Reach for the Stars'. We want our children to love science and have no limits to what their ambitions are. We want them to remember their science lessons at school. To achieve this, it involves exciting, practical hands on experiences that encourage curiosity and questioning. This year a STEM week was organised to truly celebrate opportunities in Science and to raise the profile of science in the school. The STEM week included visits from people working in the STEM industry, including ESSO and Southampton University. A careers fair was also organised enabling children in Years 4, 5 and 6 to experience and speak to people working in the STEM industry.
- A science display board celebrates learning and the progression of learning across the school.
- Insight Tracking is the assessment tool we use at The Crescent for all subjects and year.

#### **Implementation: How do we deliver our (subject) curriculum?**

- At the Crescent science topics are taught within each year group in accordance with the National Curriculum.
- Every Year group will build upon the learning from prior year groups, therefore developing depth of understanding and progression of skills.
- Children explore, question, predict, plan, carry out investigations and observations as well as conclude their findings.
- To aid memory retention at the start of every science lesson the children will complete a 3L grid enabling them to review the learning taken place in previous topics as well as previous lessons.

- To support teaching we use Developing Experts along with other resources to engage the children in their learning. This enables the children to relate their learning to real life contexts as Developing Experts often share videos from various people working in the science field.
- The children use knowledge organisers for every unit of work, which include the scientific vocabulary needed for the unit, alongside important facts or diagrams. This is used to support children with their acquisition of knowledge and are used as a reference document.
- At the end of every unit of work the children complete a hot task to assess their understanding, this will then be used to assist with assessment on INSIGHT.
- Effective use of education visits and visitors are planned to enrich and enhance the pupil's learning experiences within the science curriculum, for example a farm visit for EYFS.
- Working wall is updated for every unit of work, this will include the display of the knowledge organiser, learning journey and scientific vocabulary.
- Scaffolding is given to the SEND children to ensure that all children are able to access the curriculum.
- Our INSIGHT assessment tracker allows us to use data to inform future practice.

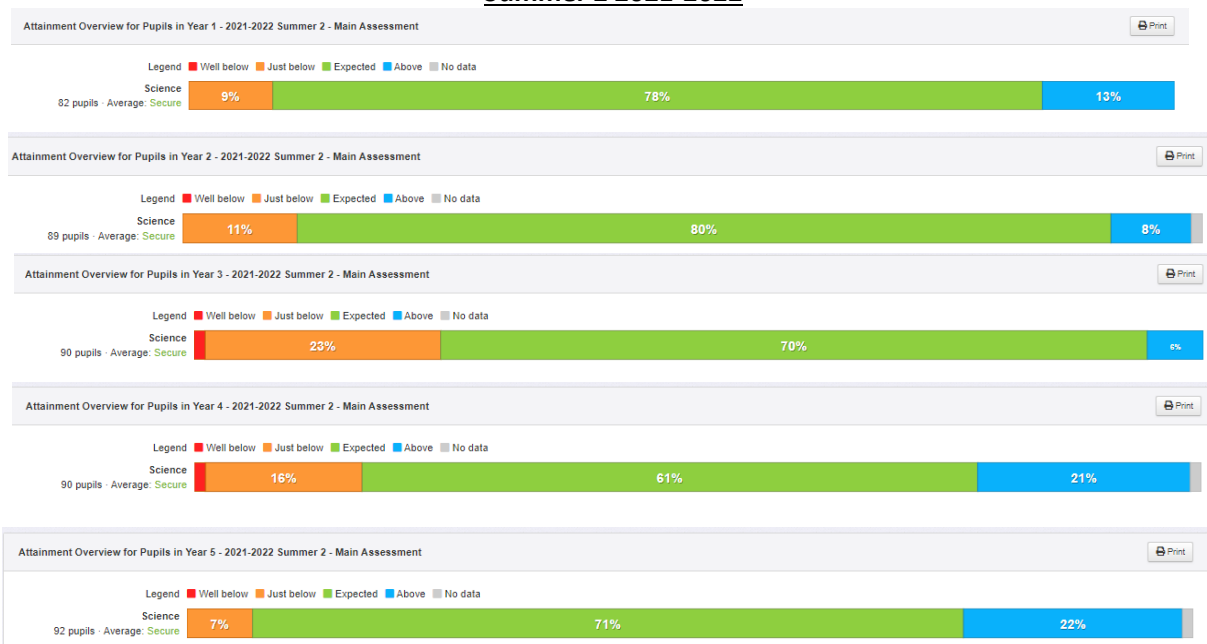
### Staff CPD

- Memory retention. Introduced 3Ls and incorporated this across all subjects.
- We were involved in a Year 6-7 transition project alongside other primary schools that feed into our local secondary school. This was organised by HIAS and involved Year 6 staff alongside the science lead attending meetings to plan and resource activities both in our school and in the secondary school.
- Following book scrutiny and learning walks some teachers assisted with structure of lessons.

### Impact: What difference is our (subject) curriculum making to pupils?

- Book sampling has shown that children are being taught a range of the knowledge and investigation skills, linked to the National Curriculum. Through the use of assessments on Insight, this shows most children are making good progress in science.
- Book sampling has also enabled the science lead to develop a clear vision of next steps in preparation for the next academic year.
- Learning walks have demonstrated that children are enthused by the subject and confident with using appropriate scientific vocabulary relevant to the area they are studying. They also demonstrated that years 1-6 are using the investigation planning triangle, with children becoming more independent as the years progress.
- Following the STEM week the children were more engaged and excited with the opportunities that science holds for them.

### Summer 2 2021-2022



Attainment Overview for Pupils in Year 6 - 2021-2022 Summer 2 - Main Assessment

Print



### Summer 2021-22 Pupil Premium

Attainment Overview for Pupils in Year 1, who are pupil premium - 2021-2022 Summer 2 - Main Assessment

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Attainment Overview for Pupils in Year 2, who are pupil premium - 2021-2022 Summer 2 - Main Assessment

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Attainment Overview for Pupils in Year 3, who are pupil premium - 2021-2022 Summer 2 - Main Assessment

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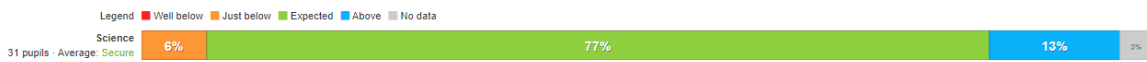
Attainment Overview for Pupils in Year 4, who are pupil premium - 2021-2022 Summer 2 - Main Assessment

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Attainment Overview for Pupils in Year 5, who are pupil premium - 2021-2022 Summer 2 - Main Assessment

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Attainment Overview for Pupils in Year 6, who are pupil premium - 2021-2022 Summer 2 - Main Assessment

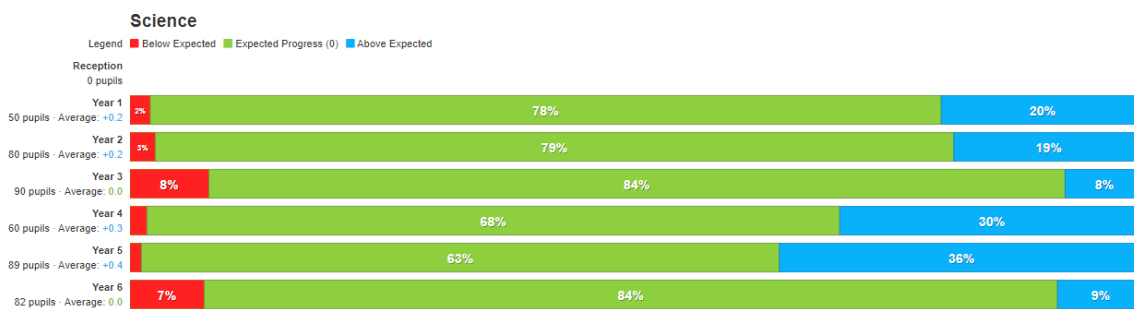
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- Pupil Premium data shows that our disadvantaged children make good progress: -

Progress Overview for All Pupils – 2021-2022 Autumn 2 to 2021-2022 Summer 2 Main Assessment

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- Progress from Autumn 2 to Summer 2 has shown a positive increase across all year groups: -

### Evidence: How do we know?

- Book looks have taken place, including SEND books. Feedback has been given to year leaders.
- Learning walk and deep dive has been undertaken. Feedback with targets have been shared with teachers.
- Planning template has been adapted to ensure that a range of scientific investigations take place
- 3Ls have shown children retaining previously taught knowledge in book looks across the year from Years 2 to 6.
- Moderation took place in a science network meeting - many highlights were discussed in the meeting.
- Year 6 successfully took part in Year 6-7 transition project with other primary schools, Crestwood and HIAS