



Wray Primary School

Science policy

Intent

- We want to create a learning environment where children enjoy learning science and feel that they are scientists
- We will provide a full and enriched science curriculum linked to the national curriculum and beyond.
- Children will see science as an important part of life and something that is ongoing and relevant to the world around them.

Implementation

- We will follow the National Curriculum and use as a basis for all our planning and learning.
- Science is taught weekly for years 1-6 and throughout the EYFS.
- Pupils will learn through a variety of methods and complete relevant enquiries to develop their knowledge, understanding and skills.
- Science enrichment activities are planned throughout the year and will include visits, visitors and participation in the STEM week each Spring.
- Reading of science texts and linked stories/books is encouraged.
- Cross-curricular links are made where possible.
- Children will be encouraged to see themselves as scientists and learn about new developments in science and about different types of scientists.
- Ongoing assessment will be used to ensure children understand what they have been taught and ensure prior learning is built upon.

Long term plan **SCIENCE**

KS1 and 2 follow 2 year rolling programmes

EYFS	<p>EYFS to follow their curriculum over the year through activities/CP linked to their themes/topics.</p> <p>Science Elements of EYFS curriculum: Understanding the World – Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.</p> <ul style="list-style-type: none">• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Understand the effect of changing seasons on the natural world around them.
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	<p>ELGs - • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Planning activities and ideas for EYFS: https://pstt.org.uk/resources/curriculum-materials/eyfs-science</p>					
	Autumn 1 (*1 lesson to setup/review all year learning as stated below)	Autumn 2	Spring 1 (*1 lesson to setup/review all year learning as stated below)	Spring 2 (Science week in Spring 2)	Summer 1 (*1 lesson to setup/review all year learning as stated below)	Summer 2
KS1 Y1/2 A (2022-23)	<p>Y1 and Y2 Materials (teach statements in order so Y1 then Y2 in each cycle)</p> <p>(link to whole school themes)</p>	<p>Y1 Animals, including humans* (parts of the human body)</p> <p>* This is one unit split into humans/other animals focus</p>	<p>Y1 and Y2 Materials</p> <p>(link to whole school themes)</p>	<p>Y1 Animals, including humans (animals)</p>	<p>Y1 and Y2 Materials</p> <p>(link to whole school themes)</p>	<p>Y1 Plants</p> <p>Y1 Seasonal Change (review, analyse and extend learning from the year)</p>
	<p><i>Throughout the year (year A) to be taught outside (Y1 and EYFS):</i> Y1 Plants (visiting same plants throughout the year), Y1 Animals, including humans (identifying and naming, describing and comparing animals throughout the year), Y1 Seasonal Change (gathering data about the weather, seeing how the change in seasons affects living things)</p>					
B (2023-24)	<p>Y2 Plants (planning for growing seeds outside) include additional statement from Y1 Plants (*Identify and describe the basic structure of a variety of common flowering plants, including trees – this is to ensure prior knowledge for children who are doing Plants topic for the time)</p> <p>Y2 Living things and their habitats</p> <p>These two units are here for setting up the throughout the year learning and then to be reviewed in summer term.</p>	<p>Y1 and Y2 Materials</p> <p>(link to whole school themes)</p>	<p>Y2 Animals, including humans (basic needs and keeping healthy)</p>	<p>Y1 and Y2 Materials</p> <p>(link to whole school themes)</p>	<p>Y2 Animals, including humans (offspring)</p>	<p>Y2 Living things and their habitats</p> <p>Y2 Plants (harvesting and cooking) include additional statement from Y1 Plants</p>

	<i>Throughout the year (year B) to be taught outside (Y1 and EYFS): Y2 Living things and their habitats, Y2 Plants (growing seeds and bulbs outside), Y1 Seasonal Change (gathering data about the weather, seeing how the change in seasons affects living things)</i>					
Lower KS2 Y3/4 A (2022-23)	Y4 Electricity	Y4 States of matter • cover over 2 half terms	Y4 States of matter	Y4 Sound	Y4 Animals (include the Y3 statement/objective that animals and humans get nutrients from the food they eat) (digestive system)	Y4 Living things and their habitats
	<i>Throughout the year: Y4 Living things and their habitats (naming and identifying living things in the local environment)</i>					
B (2023-24)	Y3 Animals, including humans	Y3 Rocks	Y3 Forces and magnets • cover over 2 half terms	Y3 Forces and magnets	Y3 Plants (parts and their functions and investigating growth)	Y3 Light Y3 Plants (life cycles)
	<i>Throughout the year: Y3 Plants (gathering evidence of life cycles)</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2 (Science week in Spring 2)	Summer 1	Summer 2
Upper KS2 Y5/6 A (2022-23)	Y6 Animals, including humans (circulatory system)	Y5 Properties and changes of materials (properties of materials) (*Compare and group together materials . . . *Give reasons . . . for particular uses of everyday materials . . .)	Y5 Forces (** Y5/6 should do Puberty/SRE as part of PSHE this half term.)	Y5 <i>Living things and their habitats (do some life cycles of animals as introduction to the main topic below)</i> Y5 Animals, including humans (changes as humans develop to old age, puberty)	Y6 Light (inc how we see)	Y5 Earth and Space
B (2023-24)	Y5 Living things and their habitats (do different animals to Cycle A and large focus on plant life cycles)	Y6 Electricity	Y6 Living things and their habitats (** Y5/6 should do Puberty/SRE as part of PSHE this half term.)	Y6 Evolution and Inheritance	Y5 Properties and changes of materials (changes of materials) (*Know the some materials dissolve . . . * Use knowledge of solids, liquids and gases to decide how mixtures might be separated. . . *Demonstrate . . . reversible changes. *Explain that some changes result in new materials . . not usually reversible . . .)	

Impact

- Children will have scientific knowledge and skills that are built upon over their years in our school.
- The children will have knowledge that they are able to recall and apply to new learning.
- Children will have knowledge of how we learn science (types of enquiry) and know how to think and work scientifically.
- Children will leave our school knowing the value of science, that ideas change and are developed, and that there are a wide range of future opportunities working in or studying science.