Small School. Big Hearts. Big Ambitions

Science Statements

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. *Philippians 1:9*

Why we teach Science

From a young age, through exploration and discovery, children can appreciate that Science is all around them. The more they learn, the more they can recognise that through it, they have the power to influence their own future. Here at Dry Drayton, we can play a central part in nurturing this Scientific interest with exciting and engaging lessons. We want them to be the sort of experiences that the children want to talk about and share. With the support of our wider scientific community, we also combine this curriculum content with current research themes and new discoveries in Science. Whatever their individual starting points, we will support them in their learning allowing them to see themselves as 'Scientists' and part of the future in this field. When the children leave Dry Drayton Primary School, they will have cultivated an interest and curiosity in a wide range of scientific concepts; empowering them to ask questions and think of ways in which they could find out their own answers. Children will become familiar with the 5 types of Scientific Enquiry through hands on investigation, discussion and field work. They will learn to develop a systematic and logical way

As young scientists, they will broaden and strengthen their subject vocabulary and understanding so that they can approach the secondary science curriculum with confidence. Through enrichment opportunities (e.g. trips, clubs, visitors and an annual Science Week) we want to build their 'Scientific Capital' so that they may start to aspire to a role in science of the future (e.g. in terms of investigation, studying and careers)

How we teach Science

Topics are taught in a 2-year rolling curriculum to support scientific progression across the key stages in mixed year-group classes. This will ensure full coverage of National Curriculum units. Topics have been chosen to make cross-curricular links and to correspond with seasonal changes wherever possible.

Some of the key aspects of our teaching and learning will be:

- A well-considered balance between 'activities' and 'knowledge' in classroom practice
- 'Bright Minds' input in introductions and plenaries through photos, video clips and discussion
- Embedding 'Working Scientifically' skills with the opportunity for more in-depth science projects and the 'White Coat Award'
- An annual 'Science Week' that celebrates the achievements of scientists from a diverse range of backgrounds, brings scientific visitors into the school and encourages interest and discussion around current issues

- Thoughtful introduction, display of and interaction with key topic vocabulary

Our Science Curriculum also allows opportunities to focus on one of the School Development aims of encouraging opportunities for high quality writing across the curriculum.

We plan to support children with SEND and EAL through differentiated questioning, support and resources whilst having high aspirations in individual capacities for enquiry and investigation. We believe developing scientific thinking is key and that recording opportunities can be tailored to fit the needs of the child.

Assessing Science

Children are assessed at the end of each unit of work through quizzes, mind-maps or written reports using the progression of skills document.