



Science

Curriculum Intent Statement

At Maidensbridge Primary School, we believe that Science education plays a vital role in shaping our pupils into confident, inquisitive and independent individuals. Our programme of learning is designed to equip children with transferrable skills, such as: critical-thinking, problem-solving and decision-making, enabling them to thrive and succeed in an everchanging and unpredictable world. It is more important now than ever for our children to understand the world around them and how they can handle issues that will arise during their lifetime, such as climate change and sustainable living.

Lessons will be based around a learning question; children will be given opportunities to regularly plan, set up and carry out their own investigations, as well as collecting and analysing data, to help explore and explain the learning questions. These investigations, as far as possible, will be linked to real-world experiences.

Lesson sequences should show a clear progression of knowledge and skills, in manageable steps, and have the necessary amount of challenge, and support where needed. Lessons will follow our Maidensbridge curriculum content.

Following investigative sessions, children should be given the opportunity to reflect upon their practical skills and discuss how they can improve.

Lessons should be question-driven in order to spark pupils' natural curiosity, meaning that children should have questions posed to them, and modelled regularly so that they can begin to form their own scientific questions. Children will be encouraged to explain their thinking, whether verbally or in written form.

Children should have the opportunity to use trial and improvement to try to find out answers to questions that they are asked, and their own questions. It is important for our pupils to learn about famous scientists and profound scientific discoveries throughout history, mostly linking to the topics that they are learning.

Planning is taken from our Maidensbridge curriculum content documents. These cover exactly what knowledge and skills are needed, within each year group, as stated within the National Curriculum. Teachers can be supported in their delivery of these objectives through the use of programmes such as Developing Experts and White Rose. Formative and summative assessments will be used across the school in order to identify gaps in knowledge, and as a result, adapt subsequent lessons accordingly.