

Curriculum Intent (What do we want for the children at St Nicholas?)	Curriculum Implementation (How will we achieve this for our pupils?)	Curriculum Impact (How will we know if we have achieved this?)
<ul style="list-style-type: none"> • To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. • To 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. • To equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. • Topics such as Plants, are taught in Key Stage One and studied again in further detail throughout Key Stage Two. • Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. • To encouraged children to develop and use a range of skills including observations, planning and investigations • To be taught vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. • To develop an ability to work independently and collaboratively 	<ul style="list-style-type: none"> • A scheme of work that enables teachers to consolidate and extend the varying needs of children in their class • Teachers ensure that there is coverage of all scientific concepts from the Scheme of Work over the term • Learning is sequenced accordingly so that prior learning is consolidated and built upon. Assessment sheets are used to support this. • Using a range of teaching approaches that makes learning interesting and fun with purposeful activities that are both practical / experimental and written based • Adults use signs and symbols to support children in their understanding of scientific concepts • Scientific concepts are reinforced through daily activities such as the morning routine, daily timetable, cooking, PE, fruit and drink and lunchtime. • Work is differentiated accordingly and any misconceptions are addressed early on • Resources are carefully chosen so that they support the child in their understanding. • To have opportunities to build into other relevant subject areas 	<ul style="list-style-type: none"> • Children enjoy and are enthusiastic about science in our school. • There is a clear progression of children's work and teachers' expectations in our school. • Children's work shows a range of topics and evidence of the curriculum coverage for all science topics. • Children are becoming increasingly independent in science, selecting their own tools and materials, completing pupil lead investigations and choosing their own strategies for recording. • Feedback from teachers has impact on our pupils, often with next step questions to push learning on. • Our SLT and governors are kept up to date with developments in the way science is run in our school with subject reports, action plans and review meetings.