

Colton Primary School

Science three Is



Intent

At Colton, we aspire for children to be active, knowledgeable, and inquisitive scientists. Our curriculum, provides children with a range of opportunities to question, explore, investigate and challenge children's scientific thinking to gain a deeper understanding of the world around them.

Implementation

Early Years

To create a creative and stimulating learning experience to develop their scientific knowledge and understanding. Using the **Why and How provision maps** to link in science to areas of provision with a book focus. Science provision maps look at the different areas of provision commonly found in an Early Years setting: small world, construction, role play, water, sand, malleable play, sensory play, modelling and outdoor learning.

For each area of provision (when appropriate links to learning science can be made), we make suggestions for the following:

- **the learning environment** – What do you intend the children to learn? What experiences will you provide? What resources will you need? How will you share this with children?
- **scientific literacy (reasoning)** – What questions will you ask that will develop children's thinking and talking about science?
- **science vocabulary** – What words will you introduce? How technical/scientific should the language be with very young children?

Year 1- 6

At Colton, we endeavour science to be engaging, aspirational and focused on real life. We follow Snap Science focusing on National Curriculum, enquiry types and working scientifically. Through an explore, enquire and reflect and review approach.

Lesson structure

1) **Explore** – activity recaps on prior learning.

Some classes do this through Learning by Question, which is an online low risk quiz.

2) **Enquire** – new learning through investigation.

3) **Reflect and Review** – evaluation of what learned with a key vocabulary focus.

Additional

Children are immersed in real life science through the use of Explorify. This enables children to discuss, articulate and justify their views on science. PLAN assessments to enhance provision through school to highlight outdoor learning.

Assessment

At Colton our key focus for assessment is to see clear progression from before and after their learning journey in each topic. It will have a key focus on vocabulary.

How will you see this?

Learning by Question – vocabulary at beginning then at the end.

Explorify

Taps assessment pyramids – experiment based with conversation.

Impact

Children are active, knowledgeable, and inquisitive scientists. Children have a learning environment that has a range of opportunities to question, explore, investigate and challenge children's scientific thinking to gain a deeper understanding of the world around them.