

Altmore & Lathom Schools Federation

KS1 Science Curriculum Intent/Policy

Subject Lead: Charmi Wickramasekera



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<p style="text-align: center;">Intent What will take place before teaching in the classroom? What are we trying to achieve?</p>	<p style="text-align: center;">Implementation What will this look like in the classroom? How do we deliver our curriculum?</p>	<p style="text-align: center;">Impact How will this be measured? What difference is our curriculum making?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Ensure that our school values are at the heart of the curriculum design. • Ensure that I have appropriate time to research, develop, monitor and support staff in my subject. • Provide an adequate budget to ensure that standards can continually be raised and of high quality. • Support opportunities for my own professional development. • Ensure that the requirements of the National Curriculum for Science aims are met. 	<p>The teacher sequence will:</p> <ul style="list-style-type: none"> • Allow the children to develop their knowledge and skills as their learning journey progresses. • Provide information and scientific concepts. • Introduce, use and display specific key vocabulary and share its meaning. • Ensure that there are opportunities for work practically. • Provide opportunities for the children to investigate in a variety of contexts. • Give the children the opportunity to work outside of the classroom. • Be collaborative and well resourced. • Allow the children to obtain, present evidence through observations, make comparisons and collect data. • Opportunities for the children to develop their working scientifically skills. • Differentiated so that each and every learner is able to access the learning objective and they make progress within each lesson. • Have cross curricular links in order to ensure children are able to use and apply their knowledge and skills. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of key methods and skills as scientists at an age appropriate level. • A secure understanding of key techniques and methods for each area of the curriculum: <ol style="list-style-type: none"> 1. Field work 2. Place and location knowledge 3. Human and physical knowledge • A secure use of subject specific vocabulary allowing them the confidence to discuss their own work and identify their strengths and areas for development. • Enthusiastic children who share a love for learning Science.

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As a subject leader I will:	The classroom will:	Displays and books will show:
<ul style="list-style-type: none"> Understand and demonstrate knowledge of the Science curriculum and support other members of teaching staff. Ensure that an appropriate progression of knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more as scientists. Encourage teachers to support struggling scientists and challenge more competent ones. Raise aspirations for pupils Keep up to date with current science teaching research and subject development. Create long term planning which ensures appropriate coverage of knowledge, skills and vocabulary, identifying what we want children to know by the time they leave our school Use the long term planning to ensure appropriate coverage of knowledge, skills and vocabulary and identify what we want children to know by the time they leave our school. Involve the school with celebration days and school based projects. Consider how Science at our school supports PSHE and the British values. 	<ul style="list-style-type: none"> Provide a safe and stimulating atmosphere where children want to learn more. Have appropriate high quality equipment/resources for each area of the curriculum. Have table top displays (where applicable) with topic related specific books/interactive questions for the children to answer. Have topic related specific books displayed for the children to read and develop their wider understanding. Be an organised space so that the children can work in small groups or whole class as appropriate and the classroom will support children in their development of their skills. Have appropriate age related/topic specific vocabulary displayed to support children's spoken language. 	<ul style="list-style-type: none"> Where applicable, displays are 3D, interactive and celebrate the children's work. Celebrations of children's work, including actual pieces of published written work and carefully chosen vocabulary to support spoken language. Pupil voice is also displayed with a focus on using specific age appropriate vocabulary. A clear learning journey which demonstrates progression of knowledge and skills that over time, all areas of the science curriculum is covered. Differentiated work for all children to be able to access the learning. Collaborative and well resourced. A broad and balanced curriculum which develops a range of scientific understanding and skills.
<p>The class teacher will, with support from myself:</p>	<p>The children will be :</p>	<p>As the subject leader I will:</p>
<ul style="list-style-type: none"> Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class. Deliver learning that is interactive, exciting and engaging. Seek support/advice for any particular subject knowledge and skills gaps prior to teaching the unit. Ensure that resources are appropriate, of high quality to ensure that all children have the right tools and materials to access their learning. 	<ul style="list-style-type: none"> Engaged because they are challenged by the curriculum. Resilient learners who overcome barriers and understand their own strengths and areas for development. Able to critique their own work as scientists because they know how to be successful. Safe and happy to explore in science lessons because they have opportunities to explore their own creative development. Develop scientific skills and confidence over time because of careful planning, focussed delivery time and time to practise skills. 	<ul style="list-style-type: none"> Celebrate the successes of children through planned school displays. Collate evidence over time which evidences that children know more and remember more. Monitor standards in my subject to ensure the outcomes are at the expected standard. When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning. Consider how well our children are prepared for the next stage of their education. Ensure all children, including disadvantaged children and SEN have made progress. Report to Governors about the mentioned items.

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