

LONDON BOROUGH OF HAVERING



**LA SALETTE CATHOLIC
PRIMARY SCHOOL**

SCIENCE POLICY

La Salette Catholic Primary School Mission Statement

**“Loved by Jesus and Our Lady of La Salette,
we grow and learn together in joy and friendship.”**

Vision

At La Salette, we provide experiences which help promote children's natural curiosity. We provide hands-on experiences that help promote thinking and working scientifically and help deepen children's understanding of the natural world they live in. We provide opportunities for children to set up their own investigations and experiments and develop their understanding of different scientific concepts. We use real life experiences, helping children to experience science first hand. During science lessons, children are able to find answers to their questions in a safe and exciting way, helping children develop into scientists. We recognise that science has important links to other curriculum subjects and that science learning doesn't just happen in science lessons, we try to incorporate science into other areas of the curriculum such as DT and Geography.

Aims and Objectives

The National Curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- 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.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Teaching and Learning in subject

Science lessons at La Salette involve theory and practice. Students are able to explore key scientific concepts through diagrams and presentations and discussions but are also given the opportunity to work scientifically and experience science first hand. When possible, teachers provide opportunities to investigate and research scientific concepts. Children will also record their findings in the relevant manner.

Curriculum Planning

The programme we follow for science planning at La Salette is 'Plan Bee'. Teachers utilise this as a tool for their science planning alongside 'Outstanding science' thus ensuring that the curriculum aims and objectives are fully covered.

The curriculum topics for each year group are as follows:

YR:

Term	Topic	National curriculum strand
Autumn 1	Autumn and Senses	<ul style="list-style-type: none"> Seasonal Changes Animals Including Humans
Autumn 2	Space	<ul style="list-style-type: none"> Earth and Space
Spring 1	Winter, snow and ice, The Messy Magpie, Recycling and Arctic Animals.	<ul style="list-style-type: none"> Seasonal Changes Eco-Schools Animals Including Humans
Spring 2	Spring	<ul style="list-style-type: none"> Seasonal Changes
Summer 1	Weather, Growing Plants and Plant Life-Cycles, Health and Hygiene and Healthy Living	<ul style="list-style-type: none"> Seasonal Changes Plants Animals Including Humans
Summer 2	Summer, Animal Life-Cycles and Habitats.	<ul style="list-style-type: none"> Animals Including Humans Seasonal Changes

Y1:

Term	Topic	National curriculum strand
Autumn 1	My body	Animals including humans
Autumn 2	Seasonal changes	Seasonal changes
Spring 1	Identifying animals	Animals including humans
Spring 2	Plants	Plants
Summer 1	School grounds	Eco-Schools
Summer 2	Everyday materials	Everyday materials

Y2:

Term	Topic	National curriculum strand
Autumn 1	Growth and survival	Animals including humans
Autumn 2	Exploring everyday materials	Everyday materials
Spring 1	Living in habitats	Living things and their habitats
Spring 2	Growing plants	Plants
Summer 1	Scientists	Working scientifically
Summer 2	Marine (and ocean animals)	Eco Schools (and animals including humans)

Y3:

Term	Topic	National curriculum strand
Autumn 1	Rocks, fossils and soils	Rocks
Autumn 2	Health and movement	Animals including humans
Spring 1	Light	Light
Spring 2	Plants	Plants
Summer 1	Forces and magnets	Forces and magnets
Summer 2	Healthy Living	Eco Schools

Y4:

Term	Topic	National curriculum strand
Autumn 1	Changing sound	Sound
Autumn 2	Living in environments	Living things and their habitats
Spring 1	States of matter	States of matter
Spring 2	Eating and digestion	Animals including humans
Summer 1	Circuits and conductors	Electricity
Summer 2	Water	Eco Schools

Y5:

Term	Topic	National curriculum strand
Autumn 1	Earth and space	Earth and space
Autumn 2	Forces in action	Forces and magnets
Spring 1	Properties and changes of materials	Everyday materials
Spring 2	Biodiversity	Eco Schools
Summer 1	Life cycles	Living things and their habitats
Summer 2	Changes and reproduction	Animals including humans

Y6:

Term	Topic	National curriculum strand
Autumn 1	Classifying organisms	Living things and their habitats
Autumn 2	Changing circuits	Electricity
Spring 1	Evolution and inheritance	Evolution
Spring 2	Seeing	Light
Summer 1	Healthy bodies	Animals including humans
Summer 2	Global Citizenship	Eco Schools

The Foundation Stage

Science is not taught discretely in the foundation stage. Science falls under the subject 'Understanding the world' but can also be explored in other subjects such as 'Expressive art and design' as often learning is cross-curricular in the EYFS. Students in the EYFS have access to the outdoor learning environment daily where they are able to explore the world around them in a safe and controlled way. Children in the EYFS also have activities and workstations designed to allow children to explore and develop the skills and language needed to begin to work and think scientifically.

Subject and Inclusion

At La Salette Catholic Primary School Science Education is for all children, whatever their ability or individual needs. Science Education forms part of the school's curriculum to provide a broad and balanced education for all children. Through our Science Education teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Extra-curricular provision for subject

The Eco School Council works alongside Miss O'Flynn to help our school become more eco-friendly and to work towards retaining the Eco-Schools Green Flag. The Eco School Council members meet regularly with Miss O'Flynn to discuss how our school could be more eco-friendly and what we can do as a school to change these things. The members also take part in assemblies and run competitions.

Assessment of subject

As in other curriculum areas Science work is assessed for progress and attainment. Science is assessed at the end of every topic through a science test that is relevant to the National curriculum strand covered in that topic and an end of year progress test is taken by pupils to assess their learning throughout the year. The subject leader monitors work, with support from the SLT, for progression and standards. Pupils' development is reported in end of year reports to parents and in updates on progress during parent's consultation evenings.

Resources

There is a centralised resource cupboard situated in the hall. There are specific resources for the topics which are taught as well as general scientific resources. The science resources are monitored regularly and this helps the subject lead to decide which resources need to be updated or bought.

Monitoring and Reviewing of Subject

Subject observations, book scrutinies and data drops are conducted as part of a cycle of monitoring and recording to ensure good outcomes in Science. CPD is undertaken by staff to ensure excellent subject knowledge and ongoing professional development.

Links with parents and home learning

Science homework is set as an option for the children to complete as part of the half-termly homework.

Science trips, visitors and visits are incorporated into the student's learning.

In previous years, we have had visits from organisations such as the British Science Museum and the Science dome, who provided workshops for all pupils, linked to the national curriculum. We have also had owls visit the school and had a whole school assembly learning about owls in the UK and Wild Science who held a session with each class and brought a number of animals with them to discuss adaptations. Children have also had experience of seeing life cycles in real life by having caterpillars in their classroom.