



Science Policy

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Rachel Kitchin

## **Introduction**

Science provides an opportunity to communicate, to relate to everyday life and to explore. It teaches methods of enquiry and investigation to stimulate creative thought. Science is a way of developing the skills and strategies, both intellectual and practical which allow children to explore the world and gain a fuller knowledge and understanding of scientific ways of working.

## **Rationale**

At Eastwood Village Primary School, we strive to help our pupils to be effective, creative and independent learners. We do this by aiming to provide an enquiry based Science curriculum where children are able to collaborate with their peers to take ownership of their own learning. We strongly believe that the children's learning should be purposeful to ensure that they are motivated and committed to the task. Children are encouraged to generate their own questions and to pursue those questions in practice which is a skill that can be transferred across the curriculum.

## **Aims and Objectives**

- To encourage children to work both independently and collaboratively with their peers
- To encourage children's curiosity in lessons
- To provide hands on meaningful experiences for children
- To teach children how to ask scientific questions
- To teach children to think creatively
- To give children opportunities to make decisions in their learning
- To teach children to reason and explain their thinking
- To plan and carry out scientific enquiries and investigations fairly
- To teach children how to present their findings clearly
- To know and understand about materials and their properties
- To know and understand the life processes of living things
- To know and understand about physical processes
- To know the nature of the solar system

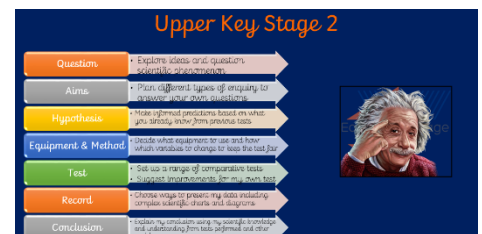
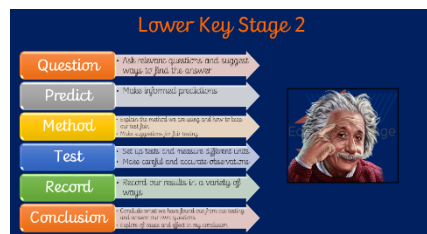
## **Role of Science Coordinator**

The coordinator is to undertake the following in leading the school:

- Take lead in policy development and implementation of the scheme of work
- Support colleagues in their development of work plans, and implementation of schemes of work
- Monitor resources in Science and be responsible for the purchase of resources for the central store
- Keep up to date with developments in Science and disseminate information to colleagues as appropriate
- Monitor the teaching and learning in science through the schools Quality and Assurance schedule including: learning walks, lesson observations, book and planning scrutiny.

## Teaching and Learning style

We use a variety of teaching and learning styles in science lessons. Our principle aim is to develop children's knowledge, skills and independence and understanding. Sometimes we do this through whole class teaching while at other times we engage the children in an enquiry-based research activity. We encourage the children to use a variety of data, such as statistics, graphs, pictures and photographs. The children use ICT in science lessons where it enhances their learning. They take part in role-play and discussions and they present reports to the rest of the class. They engage in a wide variety of problem solving activities which must be purposeful and meaningful to children. We engage in a "Science Week" every half term where all children's learning is linked to their science themes. The afternoons are spent exploring, investigating and are enquiry led while the mornings incorporate maths, reading and writing through scientific objectives. We follow "Eastwood Einstein's" cycle of investigation which allows the children to build and develop their problem solving, questioning, testing and evaluation of their enquiries.



## Planning

Planning takes place in two phases: long-term and medium term. The long term plan maps the topics studied each term ensures a breadth of coverage across the year and key stage. This is formulated by individual teachers and the coordinator will ensure coverage and study is covered at a whole-school level. Medium term planning sets out the learning objectives to be covered during "Science Week" each half term. These are based on the national curriculum and progression in scientific skills document. These include a wide range of cross curricular lessons supporting children's metacognition.

## Assessment

Assessment is important in providing information about children's achievements which can then be used to inform the planning of future work. Formative assessment is ongoing during each unit of work and summative assessment is used at the end of each unit of work.

Science immersive learning week planning

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	Mind map of what we already know animals including humans. <b>Question</b>	<b>Research</b> food chains in <b>gangs</b> . Link to comics and lists for EPGS	<b>Research</b> skeleton. <b>Question</b> link to lists which ones protect, which ones support etc.	<b>Research</b> video: <b>bones?</b>	<b>Research</b> food chains. <b>Question</b> of each food group.
<b>Shared reading/EPGS</b>	Introduction to words dictionary work and what it might mean.	Link to comics and lists for EPGS	Link to lists which ones protect, which ones support etc.	Create the arm from outstanding science	Writing about the different <b>skeleton</b> types.
<b>English</b>	Explaining what is meant by herbivores, omnivores, carnivores. <b>Classifying animals by what they eat</b>	Creating, labelling & explaining food chains. <b>Classifying food chains</b>	<b>Explaining</b> the functions of a skeleton.	<b>Identifying</b> science and matching them with their body explaining why they have matched to that animal.	PE catch up slot.
<b>Theme PM</b>	Picture writing/drawing. <b>Classifying animals by what they eat</b>	Art/DT link creating a food web. <b>Explain what a food web shows</b>	Creating/labelling a skeleton - think on black paper?	<b>Classifying</b> <b>Classifying</b> skeleton types.	FTF

## **Concepts**

Each unit of work has a key concept. These are displayed in the classroom and referred to at the beginning and throughout each unit. The purpose of the concepts is to link ideas and build upon previous learning.

## **Resources**

Resources and scientific equipment can be found in the central store cupboards. Scheme of work and other electronic resources can be found on the school's server. The "outstanding science" supporting resource website can be found by clicking on the link below. Access for this website can be obtained from the Science Coordinator.

<https://www.outstandingscience.co.uk/>

## **SEND and EAL**

Science will be taught in accordance with the school policies. We recognise the fact that there are children of widely different abilities and backgrounds in classes and we provide suitable learning opportunities for all children by matching the challenge of task to the ability of the child. First hand experiences, enquiry led investigation, practical oral based lesson include some of the ways we ensure all children can access the learning and build upon vocabulary.

## **Equal Opportunities**

Science will be taught in accordance with the school policy for Equal Opportunities and the requirements for the national curriculum.

## **Contribution to other areas of the curriculum**

### **English**

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We actively promote scientific texts in our shared reading sessions and English lessons during our science weeks. The children develop oral skills in science lessons through discussion, questioning and through recounting their observations of scientific experiments. They develop their writing skills through writing reports, projects, recording information and making valid predications and conclusions with evidence to back up their findings.

### **Maths**

Science contributes to the teaching of mathematics in a number of ways. As a school we have decided to ensure maths is taught in a meaningful way with a given context. Through working on investigations they learn to estimate, predict, record information using charts and graphs. They use measure and compare weights and a variety of measures to use and apply their knowledge of

numbers. They develop skills of accurate observation and recording of events. They use numbers in many of their answers and conclusions.

### **ICT**

Children use ICT in science lessons where appropriate. They use it to support their work in science by learning how to find, select and analyse information on the internet. Children use ICT to record, present and interpret data and to review, modify and evaluate their work and improve its presentations. Teachers and children use the interactive whiteboard, digital video cameras, iPad and table top camera to enhance their science lessons.

### **Art & DT**

At Eastwood Village, we love to get creative and link our science to Art and DT. This ensures children have a solid understanding of a topic where they can transfer their skills to a different context whilst still having a scientific overview.

Reviewed 21.09.2025

