

# Science at Ladbrooke



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|-----------------------|--|--|---|---|---|---|
| <b>INTENT</b>         | <p><b>Aims</b></p> <p>At Ladbrooke JMI School we believe that science draws on children’s natural interest and curiosity in the world around them. Lessons will allow our children to be actively involved in investigations through generating their own questions and planning and setting up their own tests. Through our science curriculum, we will develop in children strong observational skills, high quality scientific language, opportunities to record data in a variety of ways and the ability to develop well thought out conclusions.</p> |  | <p>7 Skills of Enquiry</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">observing</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Sorting and classifying</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">predicting</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">measuring</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">investigating</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Analysing data</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">comparing</div> </div> |   |   |   |
| <b>IMPLEMENTATION</b> | <p><b>Topics Include:</b></p> <ul style="list-style-type: none"> <li>Plants</li> <li>Animals including humans</li> <li>Everyday materials</li> <li>Seasonal change]</li> <li>Animals and living things</li> <li>Rocks</li> <li>Light</li> <li>Forces and Magnets</li> <li>Living Things and Habitats</li> <li>States of Matter</li> <li>Sound</li> <li>Electricity</li> <li>Evolution and Inheritance</li> <li>Earth and Space</li> <li>Properties and changes of Material</li> </ul>  | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Use scientific vocabulary</li> <li>Observing closely</li> <li>Performing simple test</li> <li>Use a range of equipment</li> <li>Taking measurements</li> <li>Making comparisons</li> <li>Identifying and classifying</li> <li>Collecting and presenting data</li> <li>Use data to answer questions</li> <li>Reporting on findings</li> <li>Making predictions</li> <li>Using scientific vocabulary</li> <li>Make suggestions, draw conclusions and suggest improvements</li> <li>Plan and carrying out investigations</li> </ul> | <p><b>Taught Through:</b></p> <p><b>Links with topic</b><br/>(Integrated into topics – key stage 1<br/>Linked to topics whenever possible – key stage 2)</p> <p><b>Building on previous learning</b></p> <p><b>Using pupil led investigations</b></p> <p><b>Theme weeks</b></p> <p><b>Real Life problem solving</b></p> <p><b>STEM challenges</b></p> <p><b>Opportunities for extended writing</b></p>  | <p>EYFS</p> <p>Science in EYFS is mostly covered in the ‘Understanding the World’ area of the EYFS curriculum. Play is planned to promote scientific enquiry and children are encouraged to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</p> | <p><i>Enriched through...</i></p> <p><i>Educational Visits</i></p> <p><i>Challenges</i></p> <p><i>Specialist Teachers</i></p> <p><i>Workshops</i></p> <p><i>Theme Weeks</i></p> <p><i>Day Trips</i></p> <p><i>STEM ambassadors</i></p> <p><i>Staff CPD</i></p> <p><i>School environment – EYFS, Owl House</i></p> |   |
| <b>IMPACT</b>         | <p><b>CLASS TEACHERS</b></p> <p>Mark lessons and assesses progress of children and identifies next steps for lesson</p>  | <p><b>CLASS TEACHERS</b></p> <p>Evaluate topic and take in views of pupils to amend and improve next time</p>  | <p><b>CLASS TEACHERS</b></p> <p>Assess pupils on key skills/knowledge and complete topic sheets</p>   | <p><b>SUBJECT LEADERS</b></p> <p>Monitor pupil work, through book looks and pupil voice</p>   | <p><b>SUBJECT LEADERS</b></p> <p>Analyse data from topic sheets and identify whole school issues</p>  | <p><b>SLT</b></p> <p>Meet with subject leaders, carry out book looks, use information to inform SIP</p> |