

Statement of intent

In Early Years we have a Science aspiration that pupils will grow their own food and eat it. In Key Stage One, pupils will learn actively by observing changes over time, confidently asking questions, having the curiosity to find things out for themselves, use scientific language, have first hand experiences, explore our grounds, know about similarities and differences, courageously taking part in educational visits and enjoying visitors to school.

In Science children are taught just enough knowledge to be able to apply their knowledge and ideas to rich problems and to answer q's to enable them to have a better understanding of the world around them. This happens in a 'teach-apply-teach-apply' model so that the children can apply new knowledge in a problem solving context. Just like real scientists, they are encouraged to record what they have found out by talking, drawing pictures, writing, looking for patterns and comparing things as well as using more formal tables and charts. Learning journeys are planned in 2 year cycles covering all aspects of the National Curriculum and are planned systematically and methodically on the KS1 Science Overview.

We use our extensive grounds to investigate the local environment and where it is not possible to access all the knowledge the children need to gain from practical experience or the local environment we aim to use visitors and educational visits as well as secondary sources to enable the children to gain an understanding of the wider world that they live in.

In Science at Wootey Infant School we demonstrate our core value of 'happiness' by valuing being healthy, including healthy eating, exercise and lifestyles. We provide a stimulating and happy environment where children have the opportunity to demonstrate our core value of 'respect' by looking after resources, property and the wider environment. Our core value of 'creativity' is demonstrated where children are celebrated for their creative thinking and are able to take risks, be curious, debate and problem solve by developing their thinking, questioning, speaking and listening skills. Children are encouraged to find things out for themselves and try something new.

Science units are planned to build on previous knowledge and where possible linked to current topics, where this is not possible units are taught as standalone units. Children are taught in a journey approach, beginning with some core knowledge and skills and then developing these into answering q's that they do not know the answers to, which enables them to apply their knowledge and deeper thinking.