******Science in our classrooms at Brampton Cortonwood Infant School**

**Our Approach**

Our Science curriculum is designed to encourage young children to ask questions, explore the world around them, and begin to understand how things work. Teachers make it explicit to children that they are learning science skills and that they are being ‘Scientists’. Through practical, hands-on activities, pupils will build foundational knowledge and develop key skills by **working scientifically** across a range of engaging topics. We aim to inspire curiosity about the natural world, develop early scientific skills such as observing, asking questions, and recording findings, introduce pupils to key scientific concepts in everyday contexts and to lay the groundwork for scientific thinking through exploration and investigation. This approach ensures that pupils develop a secure understanding of scientific ideas, while building essential enquiry skills in a supportive and stimulating learning environment. Opportunities for outdoor learning, exploration, and discussion are integral to the delivery of the science curriculum.

**Our pupils’ Voice and Books**

> Pupil voice will show that children are curious and enthusiastic about Science at an age appropriate level.

>Pupils will have a secure understanding of the subject knowledge for each area of the curriculum.

>Pupil’s voice will have progression of understanding, with appropriate vocabulary which supports and extends understanding when confidently discussing science, their own work and identifying their own strengths and areas for development.

>Pupil’s quality of work in books will show a progression of scientific understanding through drawings, simple observations, and key vocabulary, reflecting pupils’ growing ability to record findings and talk about what they have discovered.

**Our Environment**

> Classrooms will display interactive science areas with topic-related resources, visual prompts, and examples of children's work that encourage curiosity, questioning, and independent exploration.

>EYFS classrooms will have inviting and accessible science areas with hands-on resources, natural materials, and themed displays that spark curiosity, encourage exploration, and support early questioning and discovery through play.

**Our Teachers**

>Teachers will follow the progression model for Science which ensures appropriate coverage of knowledge, skills and vocabulary for each year group.

>Teachers will personally pursue support for any particular subject knowledge and skills gaps prior to teaching.

>Teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

**>**Teachers will assess pupils through marking, formative and summative assessments, which will inform whether the pupil is ‘on track’ or ‘not on track’.

>When introducing a new topic in Science, pupil’s will have the opportunity to ask Scientific questions and enquire about their topic of interest based on prior learning knowledge.

>Teachers will help pupils understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their age-appropriate progression model.

>Teachers will encourage curiosity through science by creating opportunities for children to ask questions, explore materials, and investigate real-life phenomena in a supportive and engaging learning environment.

> SEND children will be supported through differentiated support and modelling.

**Our Lesson Structure**

>In our Geography lessons, you will see whole class teaching, group work and independent work.

>During a science lesson, children will observe, ask questions, explore materials, and carry out simple investigations to develop their understanding of the world around them.

>Teaching encourages children to use subject specific vocabulary through discussion, research and reading and such information is displayed in the learning environment.

Lesson slide sequence:

* Share the WALT and topical vocabulary
* Share the steps to success
* Link to previous learning through a quiz
* Questions
* Practical introduction along with resources and materials to support that sessions learning

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as Scientists.

>Ensure an appropriate progression of Science skills and knowledge is in place over time so that pupils are supported to be the best Scientists they can be, and challenge teachers to support struggling Scientists, and extend more competent ones.

>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

>Identify Scientists who underpin specific areas of the curriculum and raise aspirations for pupils.

>Keep up to date with current Science research and subject development through an appropriate subject body or professional group.

>Monitor the quality of education provided during Science lessons to ensure that the quality provided for all pupils is good or better.

>Celebrate the successes of pupils through planned displays and collate appropriate evidence over time which evidences that pupils know more and remember more.

>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.