



Larkholme Primary School Science Curriculum

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| Intent | Whole School Vision Statement | | | | | | | |
| | Our vision is to ensure that every child, regardless of their starting point, can achieve their full potential. Through their time at Larkholme, we want our children to become confident and articulate individuals with a thirst for knowledge and a determination to succeed in all they do. | | | | | | | |
| | Science Vision Statement | | | | | | | |
| | Through our science curriculum, we want to develop children's understanding, fascination and curiosity of the world around them and to question the things they see and hear. We will equip them with the necessary knowledge and skills to continue their journey as scientists into KS3 and hopefully provide them with the aspirations to choose science-based careers in the future. | | | | | | | |
| | Values - Our values are at the heart of our entire curriculum | | | | | | | |
| | Respect | | | Responsibility | | | Resilience | |
| | Curriculum Drivers/Aims | | | | | | | |
| Oracy and Vocabulary Development | Literacy Rich | Problem solving/risk taking | | Raise Aspirations | Diversity | British Values | | |
| Implementation | Components | | | | | | | |
| | Curriculum | Enrichment | Partnerships | Events | Sporting events | Parental Engagement | Pastoral Care | Outdoor Learning |
| | How | | | | | | | |
| | Link it, Learn it, Say it, Check it, Show it, Know it | | | | | | | |
| National Curriculum Plymouth Science Scheme of work is used as a scaffold for progression of knowledge and skills Knowledge overviews for each unit (for teachers) Skills progression document clearly identifies and supports skills progression across units and phases Knowledge organisers for each unit to support 'sticky knowledge' Clear medium-term plans which identify SE and WS Scientific enquiry and Working Scientifically integral to science lessons | | | | Science T&L includes Connecting learning at start of new unit/lesson (where does the new learning fit into/alongside previous learning) Link it! Activating prior knowledge activity at beginning of each unit to assess what is known/misconceptions - this directs planning for the unit - Check it! Retrieval Activity at start of every lesson e.g. quizzes, questions etc Learn it! Introduction of vocabulary relating to the lesson and recap of previous lessons vocab - Learn it! Discussion opportunities to promote vocab development and oracy and identify misconceptions - Say it! | | | | |

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| | <p>Learning environment supports learning through each unit in science</p> <p>Vocabulary progression (informed by PLAN)</p> <p><i>Lessons are timetabled and taught weekly</i></p> <p>Outdoor learning</p> | <p>Opportunities for children to reason and explain their ideas</p> <p>SE and WS skills images displayed for each lesson</p> <p>AfL throughout unit/each lesson - Check it!</p> <p>Adaptations made to ensure all children can access key learning/Stretch and challenge for more able where necessary</p> <p>WS assessed each lesson - informs future planning - Check it!</p> <p>Links made within and out of science</p> <p>Science Capital - Raise aspirations, diversity</p> <p>Access to High Quality Books linked to units</p> <p>End of Unit assessments used alongside WS to make a summative judgement - Check it!</p> | |
| Impact | Impact | | |
| | Pupils achieve in line or above National levels in science at KS1 and KS2 - see data | Termly data shows Progress - see data | Children secure the critical knowledge identified for each unit - Children know more and remember more |
| | Pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future | Pupils have a thirst for learning in science and are equipped with the necessary skills and knowledge to continue their learning at the next level. | Pupils 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 |
| | respectful, responsible and resilient citizens | | |
| | Pupils who are able to | | |
| | Children can - ask question, set up their own tests, make predictions, make observations, take measurements and find patterns, research, analyse results and communicate their findings , evaluate what they have found out. | | |

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| Enrichment Opportunities | |
| <p>Outdoor Learning incl. Planting</p> <p>Trips - Rossall Observatory</p> <p>Visitors - STEM ambassador Stomp Rockets</p> <p>Partnerships with local schools (Rossall, FHS)</p> <p>ENSURE - Links with Fleetwood Schools</p> <p>Workshops</p> <p>Science Club</p> | <p>Projects e.g. Year 5 Science fair, Year $\frac{3}{4}$ Volcanoes presentation</p> <p>Parent Workshops</p> <p>Science Competitions</p> |

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| Termly STEM Days | |
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