|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **High Ercall Primary School**  **Progression in Working Scientifically** | | | | | |
| **Date: April 2024 (updated to use from September due to change of scheme)** | | **Subject Lead: J Wallace** | | **Review: September 2026** | |
| **Curriculum Intent:** At High Ercall Primary School we recognise the importance of Science in every aspect of daily life and encourage children to be inquisitive throughout their time at school and beyond. We want children to develop an enthusiasm and enjoyment of scientific learning, and discovery, and to build upon their resilience and problem solving skills. (See intent statement for further details). | | | | | |
| **Curriculum Targets:** We follow the National Curriculum expectations for Science and expect that our pupils will have met, or exceeded, the expected standards for Year 6 pupils. The ‘White Rose’ scheme of work is used to deliver lessons across school. As the pupils progress through school we expect them to be able to understand the ‘Scientific Method’ for carrying out investigations and to be able to use different types of enquiry in order to answer questions. They should have acquired knowledge about the world around them and be able to ‘work scientifically’, using cross-curricular learning. They should be curious and respectful of our universe and ready for the transition to Key Stage 3. | | | | | |
| **Links with reading and writing** | Reading age-appropriate information linked to the topic and researching as part of scientific enquiry. | | **Links to school key drivers** | | **Resilience:** Children may have to repeat investigations or look for reasons why they didn’t work as expected.  They are encouraged to keep trying and use what they know when making predictions and writing conclusions. |
| Writing to record information/ research or writing up predictions, conclusions and evaluations as part of the investigation process. | |
| **Outdoor Learning:** Forest school and the outdoors will be used, where suitable, with termly outdoor lessons planned in for KS1. Topics like plants and animals lend themselves well to being taught outdoors. |
| Writing for different purposes (planning, predictions, recording results, research etc). | |
| High expectations of class teacher, including all taught grammatical and feature techniques to be included in work. | | **Diversity:** Gender stereotypes are addressed through use of resources and pictures and different careers involving science are discussed with children of all ages. |
| **See individual White Rose lesson plans for vocabulary relating to each topic for each year group.** | | | | | |
| **EYFS – Working Scientifically**  During reception children should be taught the following:  Communication & language   * Make comments about what they have heard and ask questions to clarify their understanding.   Understanding the world   * Explore the natural world around them, making observations and drawing pictures. * Notice some changes in the environment across different seasons. | | | | | |

