Science at Yeading Infant and Nursery School

Leadership

- Science.Leaders: S. Bhamvra
- Link Governor: (Mrs Sandhu) on 29.3.21
- Prepared Science leader file and Science evaluation form
- SIP priority 2021 – 2022
- SIP subject leadership
- Science inset
- Staff meetings: introduce new resources, share good practice and expectations (revisit)
- Planning, assessment and learning walk around school to monitor science displays' working walls/books
- Organise themed days/weeks : Science week (8th - 13th March 2024)
- Science week competition
- Science week assembly
- Organise Science cupboard and audit resources.
- Attending the Hillingdon Science Good Practice Network meetings
- Moderation meetings with our cluster group

Resources

- Science displays
- Resources available in boxes - topics
- Education city, Purple Mash, BBC website, Espresso, Youtube
- School trips to places of Science interest
- Visits from Science companies
- Pond in a pot
- Discovery garden
- Science club

Curriculum

Please see separate document.

Assessment

- Engage Pupil voice to assess breadth of Science/Student evaluations
- Start and end of topic - baseline assessments
- End of year assessments (sheets)
- Science book look - termly
- Group needs and pupil progress data to inform tasks and next steps
- Science learning walk
- Science working walls
- Feedback from Team leaders about subject teaching
- Share feedback with staff in INSET
- Feeding back to Governors

Curriculum Objectives

EYFS children can:

- Understanding the world involves guiding children to make sense of their physical world and their community.
- Use personal experiences to increase their knowledge and sense of the world around them.

KS1 Children can follow practical scientific methods, processes and skills:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Pupils

- Encouraged to engage in scientific enquiry and deeper thinking, through high-quality questioning.
- Children will be able to safely explore the world around them and will be able to raise their own questions.
- Children will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.
- Learn and develop new skills and knowledge, they will use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.
- Apply learning and vocabulary to real-life situations and roles and over cross-curricular contexts to help them understands better how the world around them works.
- Show respect to their environment - nature living and non-living
- Y-team surveys and interviews as appropriate
- Demonstrate love for learning, engagement and enjoyment through sharing children's work/experiments in newsletter/online/twitter.

Improvement Outcomes

- Children exposed to different thoughts of problem solving, enquiry skills and experiments.
- Children are aware of importance of health and safety when engaged in experiments/outdoor learning. Zero incidences of racist and intolerant behaviour during outdoor or during experimentations.
- Children are embracing and being tolerant.

Teaching

- High expectations
- Exciting experiments
- Outdoor learning
- High level of subject-specific knowledge
- Consistency through shared expertise, training and INSET
- Creative, engaging, motivating, stimulating
- Trips and visitors, curriculum enrichment days