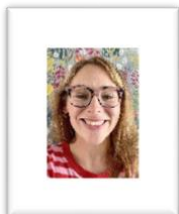


Subject lead: Stacey Lawrence (SENCo, Forest School lead)

Link Governor: Richard Boeve



*I'm Mrs. Lawrence and I lead science at Great Easton Primary. Like many of the children at GEPS, I am not happy just accepting things, I want to know why! Science gives me the why...and then poses a hundred new questions for answering.*

*Science learning has unlimited potential, and no two lessons are the same. Science teaches tenacity, patience, logic, and perseverance. At Great Easton we empower children to believe they can use their scientific knowledge and passion to change the world.*



At Great Easton Primary School, it is our intention to deliver a high-quality science education. We aim to provide children with the foundations they need to recognise the importance of science in daily life. Our curriculum will enable children to become enquiry-based learners collaborating through researching, investigating, and evaluating experiences. Learning will encourage respect and love for living organisms and the physical environment.

We will ensure that all children are exposed to high quality teaching and learning experiences. These will hook the children's interest, enabling them to develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to ask questions about the world around them and work scientifically to further their conceptual understanding and scientific knowledge.

Children will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. It will provide opportunities for the critical evaluation of evidence and rational explanation of scientific phenomena as well as opportunity to apply their mathematical knowledge to their understanding of science, including collecting, presenting, and analysing data. Children will be immersed in key scientific vocabulary, which supports in the acquisition of scientific knowledge and understanding.

All children will be provided with a broad and balanced science curriculum which reflects the equality and diversity policies and practice in school.

In line with the National curriculum, we ensure that our children:

***Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics***

***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***

***Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.***



## How is Science taught at GEPS?



Science teaching and learning follows a progressive, mixed-age cycle developed by the Hamilton Trust. Planning for science is robust to ensure full coverage and clear progression of scientific knowledge and skills across the scientific disciplines.



Both procedural knowledge (working scientifically skills) and substantive knowledge (scientific content) is integrated in lessons. Whole school science challenge days, centred on biology, physics or chemistry, further enrich and diversify science learning.



As with all subjects at GEPS, opportunities to challenge, strengthen and embed learning through experiences are actively sought. Our strong links with the Dunmow Excellence in Education Partnership (DESP) facilitate trips, enrichment experiences and training supported by The Ogden Trust.



## What do the children say?



*'I like science and it's all about learning new things. My favourite lesson was making a paper fan fly by making different circuits. I found out new things of my own.'* **Dougie**

*'Science is important and helps us to figure out new stuff! You need science to be a doctor, paramedic, teacher, biologist, vet, or teacher.'* **Ciara**

*'Science is a 10/10. I remember launching rockets, making a rain cloud, and making ice cream.'* **Jetson**



## SEND, disadvantaged and Higher Potential Learners (HPL)

Lessons and activities are planned to include and extend all children by utilising a range of approaches. For children on the SEND register this may include child specific support, use of equipment to support learning, and mixed ability grouping to develop peer teaching. A range of assessment strategies, will support the identification of children working at different abilities and teaching will be adaptive to support each child.

Identified disadvantaged learners are viewed as individuals and it should never be assumed that all disadvantaged pupils face similar barriers or have less potential to succeed. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Opportunities are also sought for children to take part in enriching scientific activities.



Higher Potential Learners (HPLs) within science demonstrate strengths and skills such as, thinking in an abstract way, applying what is learnt lessons to everyday phenomenon and an interest in learning and exploring further. Through discussion as a staff team, children who embody these strengths and skills may be added to the HPL register. To

further extend these learners opportunities are sought to take part in activities, enrichment trips visits and science ambassador roles both in school and within the local DESP partnership.

