Science On a page St George's Junior School

Training/CPD

Metacognition & Rosenshine Principals (I do, we do, you, think alouds. Me plan, do, review, Give me 5)
Peer planning
Involving staff in book looks, observations and feedback
Technology Training
Knowledge organisers and key documents
Enquiry Types- Observation over time, researching, fair testing, pattern seeking, identifying and classifying

Curriculum

- Follows National Curriculum.
- Knowledge progression arranged into termly or half termly topics to allow for cross curricular learning- mapped on the overview.
- Some areas swapped (e.g. Light and Forces (y5/6) to link with other areas of the curriculum (light with space and forces with river trip and residential).
- Skills progression grid taking into consideration Woodfield learning to ensure progression during transition between schools.
- Knowledge Organisers support progressive vocabulary and assessment

Technologies

Seesaw (provides opportunities for feedback, additional modelling and scaffolding and opportunities for pupils to demonstrate their knowledge.)
LbQ (Comprehension based and knowledge checks)
Kahoot (quizzes to check units of knowledge)

Intent (see website)

To develop children's scientific knowledge and understanding; fostering their curiosity to investigate the biological, chemical and physical processes that shape the world around them.

- Different types of enquiry to ask and answer questions about the world around them.
- Opportunities for a range of methods to communicate information.
- Respect for equipment and safety.
- Problem solving

Assessment & Monitoring

Summative: Termly teacher assessment/Knowledge organiser tasks
Formative: Questioning**,** Marking & Feedback of independent tasks**,** Checks**,** Kahoot/ LbQ or quizzes
Monitoring:
Cohort meetings
Interventions (Stretch-it/Fix it)
Booklooks and pupil voice

Strengths

- Progression
- Cross curricular (topics)
- Curriculum allows for varied types of enquiry
- Use of scientific vocabulary

Action Plan:

- Assessment (currently looking at LBQ, Sigma Science)
- Ensure progression grids used effectively.
- Aligning documents to KS1

Scaffolding and Mastering

Recording:
*Progressive scientific enquiry *Use of templates
*Adapted Knowledge Organisers *Word Banks/Vocabulary lists
*SeeSaw for modelling and recording
*Pre-prepared diagrams for labelling to aid methods/understanding of key concepts
Working Practically:
*secure apparatus to the desk *allow additional space for working
*use hand-over-hand methods to demonstrate using equipment
*use partners who can help with pouring etc

Allow real world application to scientific enquiry.
'Digging Deeper' questions on Knowledge organisers.
Children given freedom to plan/carry out experiments to ask and answer their own questions within the topic.