KS1 Curriculum Policy SCIENCE

Effective from: September 2025
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Contents

The nature of Science and its place in the curriculum.

- To provide every pupil with the scientific experience to which they are entitled.
- To communicate and relate science to everyday life and to develop these experiences through scientific investigations.
- Science will relate to other areas of the curriculum: For example in the teaching of RSE (Relationships and Sex Education) this will also be explored within our PSHE curriculum, in an age appropriate manner. Exploring feeling safe within our relationships, our physical development and identity and considering differing relationships within our society.

At the Avenue Nursery and Pre-Preparatory School we aim to:

- Develop children's interest and enthusiasm for Science.
- Develop their skills, knowledge and understanding of Science.
- Teach children how to communicate their ideas effectively.
- Teach appropriate scientific vocabulary.
- Develop children's understanding of the relevance of Science in an everyday context.
- Help children acquire a knowledge of a range of scientific concepts.
- Help children understand that scientific knowledge relies on evidence.
- Teach children that scientific evidence can be obtained in a variety of ways.
- Help children acquire scientific process skills.
- Develop children's ICT capabilities.
- Make children aware of Health and Safety issues.

Planning Science

We operate a planning procedure agreed by the teaching staff, following the Hamilton Trust Scheme which gives details of appropriate activities and outcomes.

Teaching Styles and Strategies

Ranges of styles of teaching are necessary for the teaching of Science. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include opportunities for

- teacher exposition;
- discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;
- consolidation and practice of fundamental skills and routines;
- problem solving;
- first hand experience;
- the committing to memory and recall of a range of scientific facts;
- investigation and experimental work using questions, predictions, hypothesis and measurement. To interpret results into meaningful conclusions;
- recording through a range of methods e.g. diagrams, graphs, charts and models
- classwork, group work, individual work;
- pupils are taught to use a range of ICT equipment to enhance their scientific learning.

Differentiation

We will encourage and support all pupils to reach their full potential through the provision of varied opportunities. To this end we will ensure that all teaching provides equal opportunities in differentiated ways to enable individual children to make good progress. Teachers will monitor and record progress from starting points so that individual children can have clear aims in their work so that they can see what progress they are making. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. We will pay close attention to sequencing work so that children can move forward on the basis of their understanding and learning at each and every stage. Where additional support is required to meet individual needs, this will be provided.

Equal Opportunities

The teaching of Science will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to Science for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work and through the use of Classroom Assistants help where available.