

Stedham Primary School



Intent

At Stedham, we aim to realise how science influences most aspects of our everyday lives. We believe in teaching pupils how the world has progressed from the great work of scientists in history. We encourage pupils to discover, investigate, ask questions, observe, collaborate, predict, research, investigate and draw conclusions. From the food we eat to the way we travel, our intention is to make them understand that science is everywhere. The subject's aim is to ignite awe and wonder and helps pupils make sense of the world.

Impact

As our pupils learn the subject knowledge and how to work scientifically, their questioning and analysing abilities develop. In our lower school, pupils begin to make links between scientific phenomena and their own lifestyles. Over their time at Stedham, they begin to appreciate the value of science in society and industry. The relationship between scientific phenomena and critical-thinking skills becomes apparent and assists with their future enquiry skills. By the time they leave Stedham, we aim to have impacted their lifelong curiosity for science.

Implementation

At Stedham, we ensure that there is full coverage of the 'The National curriculum programmes of study for Science 2014' and 'Understanding of the World' in the Early Years Foundation Stage. Science topics are split over a two year cycle to allow for mixed-age classes, and teaching is spread evenly throughout this period. Theoretical knowledge is implemented in a practical manner wherever possible, and we ensure a variety of investigative tasks complement the topics. Children are taught to use the correct and age-appropriate scientific vocabulary to explain what they observe. Scientific knowledge and skills are referred to and are practised across the curriculum, to enable pupils to see the bigger picture. Wherever possible, we enrich our science curriculum with visitors to our school, day trips, science themed days and participating in local and national events.

Science