



## **Science at Mylor Bridge School**

### **Intentions**

#### ***Why do we teach Science? Why do we teach it the way we do?***

At Mylor Bridge School, we recognise the significance of Science in all aspects of everyday life. Due to this, we believe it is integral to give prominence to the teaching and learning of Science in our school and give the subject the time and care it deserves as one of the core subjects in our curriculum.

Through use of our learning powers (relationships, resilience, resourcefulness and reflection), we foster a love of science in the three disciplines outlined in the national curriculum: biology, chemistry and physics.

We produce a practical and engaging atmosphere in our classrooms and allow our children to work and think collaboratively and scientifically. We ensure that there is a progression of skills from year group to year group at Mylor Bridge School. Our lessons allow children to build on their prior knowledge and understanding by asking questions, proposing and designing experiments and offering scientific reasoning for their findings.

### **National Curriculum Aims**

- 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

## **Implementation**

### ***What do we teach? What does this look like?***

In order to fulfil our intentions for Science at Mylor Bridge School, these must be implemented as part of our Science planning and teaching:

- Promote positive attitudes towards Science throughout the school
- Ensure all children to have the opportunity to achieve high standards in Science by planning and delivering high quality lessons
- Science is taught in blocks by the class teacher to enable children to dive deeper into subject areas
- Class teachers use and encourage use of specific scientific vocabulary in questioning and expect that it is used in children's answers
- Give opportunities for practical work to apply skills and knowledge they have acquired in lessons
- Building on knowledge acquired in previous years and allowing the children to develop as scientists
- Regular monitoring by the subject lead (lesson observations, book scrutinies, ensuring the progression of skills is evident in our planning)
- Use pupil conferencing to allow pupil voice to inform teacher's planning (this is conducted twice a year)
- Assess children's understanding using TAPS (Teaching and Assessment of Primary Science) materials and teacher designed POP (proof of progress) quizzes

## **Impact**

### ***What does this look like?***

We want our children to leave Mylor Bridge School to be scientifically curious and enjoy asking questions. We aspire that these questions will lead to planning their own enquiries and communicate their findings.

With our approach to Science teaching at Mylor Bridge School, the children will receive an engaging, high quality science education. Using our local environment and resources coupled with our learning in the classroom, the children will leave our school with varied and first hand experiences of the world around them. Through working collaboratively with Penryn College, undergraduate scientists from Exeter University and other primary schools, children will learn about the career potential within Science and consider future possibilities in Science as they move into secondary education.