Ť)	Caring		Positive				Stimulating					
Scienti Inten		t To enable children to confidently explore and discover what is around them, so that they have a deeper understanding of the world we live in.	To enable all pupils discover and understand why scie matters in the wor	o To ensure that all children acquire key scientific ce knowledge through a range of scientific enquiries.		To foster children's cu and allow them to a questions and develo skills they need to an those questions.	riosity isk p the swer swer To enrich scientific v allow them reason a scientific prec	sity scientific vocabulary to allow them to discuss, reason and explain scientific concepts precisely.		courage children to have no o their ambitions and grow up g to be astronauts, geologists, logist, forensic scientists, logists or microbiologists etc		promote a of reading the eyes scientist.	
		Scientific knowledge and conceptual understanding: physics,				chemistry and bi	nistry and biology. The na			ture, processes and methods of science			
ntation	What	EYFS and KS1 Understand some important process- es and changes in the natural world around them, including seasons and changing states of matter. Plants (Y1 name, identify and describe; Y2 seeds, bulbs and plant needs) Animals, including humans (Y1 name, identify and describe; Y2 off- spring, human diet and exercise, basic needs) Everyday materials (Y1 distinguish, identify, describe and compare) Seasonal changes (Y1 observe and describe the 4 seasons) Living things and their habitats (Y2 suitability of materials, changing shapes of solids)	parts, successful t, life cycles) umans (Y3 nutrition, s; Y4 digestion, teeth, nd group, fossils, soils) ht, reflection, shadows, (Y3 movement, surfac- bare magnetic and non oles) eir habitats (Y4 classi- eirs) group and compare es, heating and cooling, ensation) bitch, volume, distance) uct series circuit, and insulators)	i, successful cycles)UKS2 Living things and their habitats (Y5 reproduction, I cycles of mammals, amphibians, insect and birds; Y6 characteristics classification)ns (Y3 nutrition, digestion, teeth, oup, fossils, soils)Animals, including humans (Y5 human develop- ment; Y6 circulatory system, diet/exercise/drugs, tran portation of water and nutrients from animals to hu- mans)rovement, surfac- magnetic and non ibitats (Y4 classi- tion)Properties and changes of materials (Y5 compare and group based on properties and uses, solutions, irreversible and reversible changes, separation)Eating and cooling, tion)Forces (Y5 gravity, air and water resistance, friction, mechanisms)volume, distance) eries circuit, nsulators)Light (Y6 travel, reflection, shadows)			EYFS & KS1 Explore the w around them, observations drawing pictu animals and p Ask simple qu Recognise dif ways of answ Observe close using simple of ment Perform simp Identifying an sifying Use observat and ideas to s answers to qu Gather and re data	EYFS & KS1 Explore the world around them, making observations and drawing pictures of animals and plants. Ask simple questions Recognise different ways of answering Observe closely using simple equip- ment Perform simple tests Identifying and clas- sifying Use observations and ideas to suggest answers to questions Gather and record data			UKS2 Planning different scientific enquires and manipulate varia- bles Take accurate measurements using a range of equipment Record complex data in a varie- ty of ways, including graphs Use test results to make predic- tions when conducting further comparative and fair tests Present findings in increasing depth, including degree of trust in results Identify scientific evidence that supports or refutes scientific arguments		
Impleme		Teaching and Learning			Environment			Building Cultural Capital and			Supporting all learners to aspire and achieve		
	How	 At Corsham, rather than 'doing science' 'be scientists' within our enquiry-led curr planning sheets include a range of sugg enquiries and activities to encourage all pu alongside building their knowledge vocabu When building our skills and knowledge enquiry, 'the scientist' may be 'the lead s supporting state of being.' Possible cross curricular links are listed STEM opportunities, Children have access to necessary reso scientifically, including measurement too Our link with Gloucestershire Library Se high quality scientific non-fiction texts ar encourages all pupils to develop their viexplanation and discussion skills. We also take part in National Science view 	er than 'doing science', the children are expected nin our enquiry-led curriculum., The Curious City include a range of suggestions for investigations, ties to encourage all pupils to work scientifically, heir knowledge vocabulary. It skills and knowledge towards answering an ntist' may be 'the lead state of being' or a ' of being.' urricular links are listed to enable teachers to pro- ties, cess to necessary resources to enable them to we uding measurement tools to enable accurate reco pucestershire Library Services means all pupils' ha ntific non-fiction texts available to them. This pupils to develop their vocabulary and therefore discussion skills. Int in National Science week in the spring term		 to Displays clearly high question and emphasic entist. Scientist displays ind vocabulary. Scientist displays celearning and show p scientist skills across All children are exproutdoor learning/For that sparks their curr world. All pupils' also have be immersed in natu through simulations immersive rooms. 		 Ins The children to depractical activities Children will deverworld and be exported and females them to succeed i flourishing STEM wider human achi Scientist visits in flouresion in natucerated in our imm Using equipment and experiments to the succeed in the succeed in the succeed in the succeases in the succease in the succeases in	piring Curiosity velop their Science Capital through and investigations op a natural curiosity about the used to experiences and positive STEM role models, which will allow in life and aspire towards achieving a career, where they contribute to evement, should they wish. he local area and further afield aral phenomena through simulations mersive rooms. and real objects for investigations o immerse children in the learning		 All lear approp opport the cur Pre an Vocabi approp Lin ex 	 (Including disadvantaged learners) All learning will be scaffolded and supported appropriately by teachers to allow all pupils the opportunity to achieve the objectives set out within the curriculum and work scientifically. Pre and post learning where appropriate Vocabulary mats/sentence stems used where appropriate Links with STEM and secondary school for extra opportunities to be immersed in STEM 		
Impact	•	Assessment Milestones on Insight Ongoing Formative Assessment Traffic Light data Pupil conferencing End of enquiry quizzes	 Book Scru Planning 5 Data Outo Learning 5 Enquiry et 	Monitoring utiny Scrutiny comes (Traffic Lights) walks valuations		Quality of All learners work engaging and supported through equipment, reso learning. Cross- embedded throu currict	of Education scientifically throug l open enquiries, the use of a variety urces and immersiv curricular learning ughout the science ulum.	All learne inquisi / of abo e surrou is const conclusi	haviour and Attiners approach learn tive mind-set and ut the natural worn nds them. They a ruct, investigate a ons around quest their learning.	tudes ning with an curiosity Id that re able to and draw tions within	Pe Learner to a p accura maths b and ex	ersonal Development s are supported to progress point where they can use ate scientific language and based knowledge to discuss plain natural phenomenon confidently	