

Science Catshill Federation Subject Rationale

| Science at Catshill Federation | Why is this subject important? | How is science organised? |
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| <p>We strive for all children at the Catshill Federation to become enquiring scientists who, through 'hands-on' experiences, think about the world in which we live. We believe that our children will develop enquiring minds through collaborative learning experiences which support their curiosity and knowledge in the world around them. Science supports our Federation core purpose of challenging all to succeed.</p> <p>This also allows children to engage in reasoning opportunities in science using stem sentences to support their written responses. Children are supported to plan their own investigations and enquiries in response to questions posed about science topics or questions which they may generate themselves. Questioning is used to ascertain children's current understanding which is then built on and developed during the topic. Vocabulary specific to the topic is taught through Word Aware in Yr1 - Yr4 and during the topic in the right context; vocabulary is also clearly displayed on the Science learning walls in each classroom and is expected to be referred to during the lessons.</p> <p>Where topics build upon learning in a previous year group, prior knowledge is carefully assessed to ensure that previous year group's knowledge is recapped. This allows for new learning to build upon previous science knowledge.</p> | <ul style="list-style-type: none"> ● Big ideas ● Aspiration ● Career opportunities ● Develops thinking skills ● Develops a sense of awe and wonder ● Enables pupils to understand the big world around them ● Helps pupils to become aware of nature ● Cultural capital developments between home and school ● Career links for the future | <ul style="list-style-type: none"> ● In the Early Years' Foundation Stage (EYFS), Science is taught through the Understanding the World area of the curriculum. Learning is child led and planned to capture the interests of the children. Tapestry is used to record and assess children's learning in the EYFS. ● As a federation, from Yr1 to Yr6, we use the White Rose scheme of learning to support our science teaching. Plans are personalised, adapted and supplemented by teachers to ensure that they meet the specific needs of pupils. ● Learning in Yr7 to Yr8 follows the AQA Scheme of work. |
| How are other subjects linked? | How is the curriculum adapted? | How is progress measured? |
| <ul style="list-style-type: none"> ● Maths and English are linked into lessons. ● Other subjects are linked depending on the topic. ● Clear links are also made to possible careers in science. | <ul style="list-style-type: none"> ● Inclusion for all pupils ● Adapted to ensure progress for all level of attainments ● Support within lessons where necessary ● Stem sentences with given vocabulary ● Use of White Rose resources (Years 1-6) ● Bespoke work and scaffolding for pupils with EHCPs. | <ul style="list-style-type: none"> ● Teacher assessed (formative and summative) ● Tests ● Questioning ● Recall quiz and questioning ● Through verbal and written feedback |