



**Ball Green Primary School**

# Science Policy

[September 2021]

Intent – Implementation – Impact

**Every child. Every chance. Every day.**

*Article 28: Every child has the right to an education.*

*Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.*



### Our Science Curriculum vision:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity; all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational vocabulary, knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should learn, through practical experience, to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. An attitude of independent thinking, co-operation, perseverance and self criticism will be developed.

*"Science is the attempt to make the chaotic diversity of our sense-experience correspond to a logically uniform system of thought."*

[Albert Einstein](#)

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### The curriculum:

The curriculum at Ball green is text based allowing, where possible, links to science to be explored through the use of the class text. Through the implementation of a practical science curriculum, children have the opportunity to feed their natural curiosity through enquiry, working scientifically skills and knowledge.

Each year group has 2 hours per week of science. This time allows for a revisit of prior knowledge followed by the opportunity for pupils to make links, question and develop their curiosity through the 5 E's model of enquiry based learning:

- Engage
- Explore
- Explain
- Elaborate
- Evaluate

All year groups follow EYFS or National Curriculum expectations and they follow a progression of skills document to develop science across the school ensuring the progression of skills and tier 3 vocabulary.

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### Scientific enquiry types:

A variety of scientific enquiry types are used in each year group and these are all covered within the school year:

- comparative / fair testing.
- research.
- observation over time.
- pattern seeking.
- identifying, grouping and classifying.
- problem solving.

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### Science units covered KS1:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Everyday materials	Seasonal changes - Autumn	Seasonal changes - Winter	Seasonal changes - Spring	Animals including humans	Seasonal changes - Summer  Animals including humans
2	Animals including humans: Offspring; Survival; Healthy living	Living things and their habitats	Everyday materials		Plants	Plants

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### Science units covered LKS2:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Light: reflection; Sun; Shadows	Forces and magnets	Rocks	Plants	Animals includi ng humans	Animals includ ing humans
4	Sound	Animals includi ng humans		Electricity	Living things and their habit ats	States of matter

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### Science units covered UKS2:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Forces	Earth and Space	Properties and Changes of materials		Living things and their habitats	Animals including humans
6	Evolution and inheritance		Living things and their habitats	Animals including humans: Human circulatory system, nutrients & the heart	Light	Electricity

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## Monitoring of the Curriculum:

Book scrutiny

Learning Walks

Lesson Observations

Flipchart / Resources reviews

Evidence for Learning

Pupil voice / teacher voice

Subject leader discussions

Link governor visit reports

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