



Savile Town Infant and Nursery School Science Policy 2025

At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.

Proverbs 2:10 - For wisdom will enter your heart and knowledge will fill you with joy.

Rationale

Science at Savile Town Infant and Nursery School is very much a practical part of the curriculum that enables our children to make sense of the world around them through exploration, investigation and discovery. Through 'hands-on' meaningful experiences we seek to develop the key scientific skills of observation, questioning, exploration and investigation whilst preparing our children for the life in an increasingly scientific and technological world.

Intent	Implementation	Impact
<ul style="list-style-type: none"> - To prepare children for life in an increasing scientific and technological world - To foster concern about, and actively care for our environment - To provide a curriculum that is coherent, flexible, progressive and applicable to each individual child - To help develop and extend the children's scientific concept of their world through everyday experiences 	<ul style="list-style-type: none"> - High level of subject knowledge from all staff - Subject specific vocabulary is strongly encouraged - Well-resourced school - Experiments during each topic to assist them with working scientifically - Trips and visits to enhance the learning experience and deepen their learning - Assessment for learning is used to plan next steps 	<ul style="list-style-type: none"> - Children will be enthusiastic about Science - There will be a clear progression of the vocabulary that children use - Children's progress will be tracked and clear progress will be made - Children will have a respect for living and non-living things - Children will develop their skills of investigation and independence

Concepts, skills and attitudes

- Give our children a concept for scientific processes
- Help our children acquire practical scientific skills
- Develop the skills of investigation- including planning, observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating
- Develop the use of scientific language, recording and techniques
- Develop the use of computing in investigating and recording
- Enable our children to become effective communicators of scientific ideas, facts and data
- Develop a respect for living and non-living things
- Work co-operatively with others
- Build upon their own natural curiosity of the world around them and ask questions
- Tackle problems confidently
- Enjoy themselves and develop a love of Science

Early Years Foundation Stage

Science activities are carefully planned following 'Development Matters' and the Early Learning Goals and are linked to the Characteristics of Effective Learning. The Foundation Stage deliver

Science content through the 'Understanding the World' strand of the EYFS. It involves guiding children to make sense of their physical world and community through opportunities to explore, observe and discuss.

Key Stage 1

There are two elements to Science- a body of scientific knowledge and a group of skill based processes, these joined together help children to discover more about the world they live in. 'Working Scientifically' is embedded throughout the areas of learning and assists the children with looking more closely at the world around them, by using different types of Scientific enquiry to answer their own questions, including observing over time, noticing patterns, grouping and carrying out simple tests. Teachers plan by using the 'Focus Key' and 'White Rose Science' scheme which breaks the learning down into smaller steps. In the National Curriculum, the programmes of study describe a sequence of knowledge and concepts in the following areas;

- Working scientifically
- Seasonal changes (Year 1)
- Living things and their habitats (Year 2)
- Plants
- Animals including humans
- Everyday materials and their uses

Meaningful links are made to other curriculum areas where appropriate.

Planning

Our long term planning covers whole school topics from Nursery through to Year 2, each lasting a term. Within these topics, there is also scientific learning that is on-going, e.g. seasonal changes. Medium term planning is created to break down the termly learning into manageable lessons with clear lesson objectives. Science lessons are taught in blocks to deepen knowledge and Science is implemented weekly through activities and in the continuous provision. There is a practical focus which gives the children hands on experiences, which will then allow the children to record in a variety of ways. Science Week and focus Science days encourage and inspire an excitement for Science and further develop scientific enquiry.

As a recognised eco-school, we use our school grounds to support children in fostering a love and respect for the natural environment. The children at Savile Town CE Infant and Nursery School are continually involved in the planting and harvesting of fruit and vegetables and the growing of plants.

Assessment

Assessment is on-going and is a vital tool to aid future planning. In Early Years, children are assessed by the use of 'Evidence Me', observations, discussions and questioning. Special Books in Reception and floor books in Nursery are also used to record discussion and activities. In Key Stage 1, children are assessed in their oral responses as well as their written work. There are investigations at the end of each topic which also assess how the children 'work scientifically'. This is then inputted onto the class tracker.

Role of the Subject Co-ordinator

- To have a sound knowledge of the Science Curriculum and the programmes of study
- To attend courses to support and extend CPD
- To provide feedback to other members of staff
- To support other staff in planning, offering advice and guidance
- To monitor planning and classroom teaching throughout school
- To order and maintain resources

Updated by: E. Hayman (February 2025)