



Moorside Primary School, Lancaster

EYFS & National Curriculum 2022 – 2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	I wonder who it is...	I wonder what is out there...	I wonder who lives there...	I wonder how things grow... Science	I wonder how things change... Science	I wonder how people help us...
Year 1	Under the Sea	Seasonal Change Science	Castles Science	Wild Things Science	Explorers	Growing Science
Year 2	Coasts	People in the Past	China		Plants and Habitats Science	
Year 3	Stone Age	World Food Some science	Ancient Civilizations		Birds Science	Underground Science
Year 4	Engineering Science	Lancaster City Study		British Invaders and Settlers	Forests and Rainforests Science	
Year 5	Space Science	Vikings	Water		20 th Century	
Year 6	World War I Some Science	Survival Science		Human Body Science		

Do I know more? Do I remember more?

Rationale for the order in which knowledge is taught from year group to year group:

Following the National Curriculum and PLAN -Assessment documents to ensure that each strand is taught progressively throughout the school, ensuring that science is taught on a spiralling curriculum to ensure sticky learning.

Rationale for the order in which knowledge is taught *within each year group*:

Based on the placement of the topic across the year, which can be due to practical reasons, eg. visits, weather, context

How the curriculum has been designed to meet the needs of *Moorside learners*:

- As part of a caring community our science curriculum will enable Moorside pupils to make links between science in the classroom and its implications in today's world and the impact on their future.
- All children are encouraged to be active learners in developing their understanding of environmental issues both locally and globally.
- Scientific enquiry forms the basis for much of the curriculum, with children taking an increased responsibility for planning their own lines of enquiry and investigations. Through targeted questioning, children are encouraged to think scientifically and plan their own lines of enquiry.
- As enquiry led learners, Moorside children are challenged to participate in exploration activities, encouraging them to make predictions and carry out their own investigations and observations, linking these to real life contexts when appropriate and then drawing their own conclusions.
- Our curriculum gradually builds children's resilience and our science curriculum is sequential in building on previous knowledge and skills (sticky learning). Children are explicitly taught to be resilient, challenging themselves and learning from mistakes "A person who has never made a mistake never tried anything new." *Albert Einstein*. High expectations are built into our curriculum, with progressive aspiration and differentiation allowing all children to succeed at their own level.
- Children are learning to apply their learnt skills from the classroom into a scientific context promoting initial curiosity, consolidating learning and applying their skills and knowledge practically.
- Our science curriculum aims to immerse the children in understanding and appreciating their own environment. Therefore, opportunities are provided to make use of the varied outdoor areas around Moorside school. For example when teaching children about Botany in Year 2 and pollination/seed dispersal in Year 4.

How teachers are expected to teach this subject:

- They are expected to plan lessons around a sequence of learning (sticky learning), using *Plan Assessment*. It builds on prior knowledge and makes explicit the subject that children are working within. Teachers will use scientific vocabulary as an important part of this and embed it within scientific topics.
- Teachers are also expected to ensure that the science curriculum has elements that are both practical and contextual. All science learning should be put into real life contexts using actual scientific photographs rather than clipart images.
- They should use a variety of strategies for teaching: involving enquiry-led learning, promoting curiosity, applying skills in context, working methodically to understand trial and error, making careful observations and being challenged to explain their scientific thinking/findings..
- They should plan school visits that are purposeful and consolidate children's understanding how their everyday world is full of science so that they learn how to be scientists.

How is this subject assessed? How do teachers make a judgement?

- Teachers use the *Plan Assessment* tool based on the children's starting points, building on previous learning. They assess them at the end of the unit to see if the children know more or remember more. They indicate at the end learning point whether the child is GD, EXP or WTS.

What is expected in terms of recording and evidencing:

- Evidence needs to be specific enough to reflect scientific learning, which shows what an individual has learned.

How do you know that end points are met?

- Through the sequence of learning and teacher judgement as to whether the children have met the objectives and the summary of learning, which identifies whether a child is GD, EXP OR WTS.

How is ambition for all promoted within this subject?

- Through practical, differentiated tasks where appropriate, through self-led learning and recording their learning in a way that motivates them.

How does the subject leader(s) *evaluate* impact to know how well the subject is taught?

- Through the use of monitoring and identifying areas for development, which will be revisited to judge the impact these changes have had on the children to gauge whether they know more, understand more and remember more.
- Also in discussion with the children