The science curriculum is split into 4 **strands**:

Working scientifically
questioning, observing, predicting, analysis and investigating

Designing and making
exploring, planning, making and evaluating

The teaching of Science supports pupils in investigating and analysing different scientific processes. Lessons begin by introducing key scientific vocabulary and concepts, followed by a carefully sequenced set of lessons linked to the scientific strands. These strands enable pupils to build their knowledge and skills in order to plan and carry out an investigation. At South Bersted, we believe in providing clear steps to success and planning opportunities for pupils to ask questions, make prediction, and test ideas to support their scientific understanding. Lessons are made as practical and hands-on as possible, with purposeful experiences built into each unit to help pupils develop their scientific thinking and enquiry skills.

We effectively **model** learning through:

I do, we do, you do,

Think aloud, (what do I know already that will help me),

Making links to previous units taught in earlier year groups.

Vocabulary is explicitly taught at the beginning of each lesson and referred to throughout.

Living things and their habitats

The science curriculum covers 4 main topics which are revisited across the key stages.

Energy and forces

We use **scaffolds to** support *independence:*

Prompts,

Part worked examples.

To disrupt the **forgetting curve:**

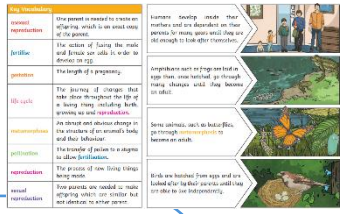
We have a spiral curriculum,

Each lesson begins with an FFT (focussed on using scientific reasoning),

The children will revisit topics to build upon their prior knowledge.

Materials and its their properties

Environmental awareness



Odd One Out

Feedback is:

*Specific to the enquiry skills and **vocabulary,***

Encourages pupils to consider the content in more detail,

*Links to the topic overall to **consolidate** learning.*

Learning is **sequenced** to enable children understand key scientific processes.

A knowledge organiser is used and referred to, to give children a bank of the **knowledge** to refer back to.