SCIENCE CURRICULUM INTENT

Nurturing Ambitious Individuals

'A Vocabulary and Knowledge Rich Curriculum'

"**Communication and language are the foundations of learning and thinking. Words describe and define the limits of our understanding." (Education, Endowment foundation 2019**).

In line with our overall intent, teaching specific **vocabulary** is a fundamental part of our science curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.
Our curriculum is set out in **small incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of flashback four where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

At Slaley First School, the principal intent of our science curriculum is to provide children with the foundations for understanding the world in Early Years by inspiring a sense of excitement and curiosity. Through teaching children essential aspects of the knowledge, methods, processes and uses of science in order to help them think scientifically, we endeavour to broaden their horizons with a wide range of experiences and raise their aspirations as to where science may take them in the future. Children are taught the key strands of physics, chemistry and biology, which will form the foundations for their future science education. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group. There is a clear progression, not only in knowledge, but also in the teaching of scientific enquiry skills, enabling children to ask and answer scientific questions about the world around them and consider the uses and implications of their findings. Our curriculum follows a rolling programme in order to provide for the requirements of our mixed classes.