

## Wallace Fields Infant School & Nursery

### Subject Story for Science



#### Intent:

At Wallace Fields Infant School & Nursery, our vision is to provide children with a wide range of Science opportunities which will enable them to confidently explore and discover the world around them. Our high quality science curriculum ensures all children are taught essential aspects of the knowledge, methods, processes and uses of science; are encouraged to recognise the power of rational explanation, predict how things will behave, analyse causes, develop an excitement and curiosity about natural phenomena. Our aim is for all children to leave WFIS equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.

*The National Curriculum for Science aims to ensure that all pupils:*

- *develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.*
- *develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.*
- *are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.*

#### Implementation:

- **In Key Stage One**, Science learning takes place weekly as a 'Whole Class' activity. The teachers use the White Rose Science progression of knowledge and skills document to identify which areas the children need to focus on. This allows teachers to identify the challenge and support needed for each individual task.
- **In the Early Years**, whole class Science lessons and experiments are planned for by teachers. The children will then be able to further explore and consolidate their knowledge and understanding of the key concept during child-initiated learning ('Discovery Time').
- 'Working scientifically' opportunities are planned as part of each Science activity. During lessons, children are given the opportunity to explore science through practical investigative tasks.
- **Science Weeks:** We celebrate British Science Week through a STEM investigation. During Science Week, the Science Lead plans a differentiated investigation for each year group to carry out. At the end of the week, the Science Lead holds an assembly for each class to share the experiment and the findings.
- **Enrichment:** We work closely with the Science Department at Epsom College and utilise their skills where appropriate. This involves workshops as well as the children visiting the science laboratories at Epsom College. We also welcome and encourage parents with a scientific background into school to share their expertise in a 'hands on' way, where possible. Our PTA also provide exciting experiences in the form of science workshops to enhance our curriculum.

## Progression across year groups:

- **In EYFS**, Science is explored through looking at 'Understanding the World'. Children are encouraged to explore and investigate the world around them, asking questions such as 'why' and 'how' does something work. Children are encouraged to explore similarities and differences in relation to materials and living things. Simple experiments are conducted to develop these skills, both inside the classroom and in the outdoor learning spaces.
- **In Year 1**, children begin to build on their scientific enquiry skills through the exploration of 'identifying and classifying' and performing simple tests. They are also taught about different plants, common animals and everyday materials, as well as seasonal changes. Children are given opportunities to apply their scientific enquiry skills through each of these topics.
- **In Year 2**, children continue to further deepen their scientific enquiry skills through practical experiments to build on their scientific questioning skills. They continue to deepen their understanding of plants, animals including humans and everyday materials as well as exploring habitats.
- Learning journals will show evidence of the range of scientific enquiry skills.

## Impact:

- ✓ Children will have a clear understanding of the scientific processes behind the investigations. Children will know the correct terminology to discuss their observations.
- ✓ We will be able to see that the children know more and remember more in Science, through evidence in their learning journals and through discussions with children (pupil voice). We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.
- ✓ Children will have begun to develop an understanding of climate change and the world around them.

## If you were to walk into a Science lesson at WFIS & Nursery you would see:

- ✓ *All children engaged, challenged and working collaboratively whilst enjoying their Science lesson.*
- ✓ *An appropriate activity available to allow consolidation of taught concepts.*
- ✓ *All children are recalling prior learning through the use of retrieval starters.*
- ✓ *A key skill being taught during an experiment based on the 'Working Scientifically' strand of the Science National Curriculum.*
- ✓ *Cumulative skills progression between and within lessons.*

## British Values and Spiritual, Moral, Social and Cultural Learning in Science:

**British Values:** The Science curriculum promotes the value of democracy by encouraging children to take the views and opinions of others into account. It is important for children to understand the importance of the safety rules when working scientifically, which promotes rule of law. The children must know that there are consequences if rules are not followed. Children are often given the opportunity to make their own choices when planning an investigation. A key value, which links to Science, is 'Mutual Respect'. This is addressed when children are working as a team, discussing their findings and offering support and advice to others.

**Social:** Within our Science Curriculum, children are provided with opportunities for group work and paired talk through planned investigations and scientific enquiry. This develops children's teamwork skills as well as allowing them to take responsibility. Each of these elements promotes children's social development.

**Moral:** Moral education in Science encourages children to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on scientific evidence. It allows children to build an awareness of the ways that Science can affect society and the environment.

**Spiritual:** In Science, we promote the spiritual development of our children by encouraging them to reflect on the wonder of our natural world. It helps us understand our relationship with the world around us. It encourages children to reflect on what is special about life and the awe of the scale of living things, e.g. from the smallest organism to the largest tree.

**Cultural:** Cultural education in Science involves learning about great scientific discoveries. Scientific developments are made all over the world, from people of all backgrounds and cultures. It is important for the children to understand how the different cultures around the world can have different impacts on the planet.

## Pupil Voice:

**Nursery:** "We know all about floating and sinking. The toy boat floats!"

**Reception:** "I know that if something floats it stays on the top of the water but if it sinks it goes to the bottom."

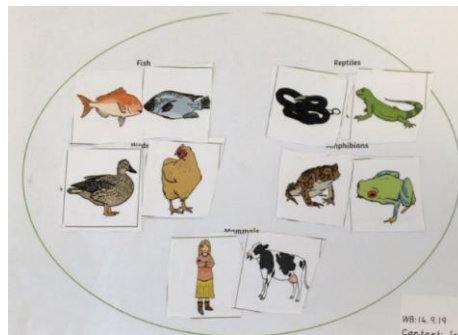
**Year 1:** "In Science we do experiments. We've been learning about how to make sure it's a fair test. If it is then we know we have done a good experiment."

**Year 2:** "We've been looking at different materials to see which is the best to protect our egg. We sorted the different materials into hard and soft. Cotton wool will be good to protect the egg because it's soft".


## Outstanding Learning Outcomes:



**Reception** – exploring which materials are suitable to build a bridge for the Gingerbread man.




**Year 1** – exploring animal groups and classifying them based on their characteristics.

WB: 21.9.20 Science (TEACH) 

L.O We are learning about and describing the basic needs of humans and animals.

Human needs	Animal needs
Food nugget	Air cool
Air cool	Food nugget
Water not too hot	Water not too hot
Clothes to keep warm.	Shelter to keep safe.
Shelter to keep safe.	Shelter to keep warm.

Key vocabulary  
 basic needs: water, food  
 survival: air 

**Year 2** – exploring the basic needs of humans and animals.

## Successes in 2024-25:

- ☺ Implemented new White Rose science scheme this year.
- ☺ All 5 of the Scientific Enquiry skills embedded across the Key Stage One curriculum whilst also providing hands on practical science experiences.

## Priorities for 2025-2026:

- ⇒ To fully embed the new Science scheme and build a secure knowledge through working scientifically and taking part in 'hands on' experiences' e.g. making adaptations to the scheme to ensure challenge
- ⇒ To review the science curriculum in line with the new curriculum and assessment review