



Wakefield Grammar Pre-Preparatory School

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WGPPS Curriculum Policy

1. Context

Wakefield Grammar Pre-Preparatory School is a happy and secure environment. Pupils are encouraged to be confident, to develop their special talents and to fulfil their academic potential. The school community is socially and culturally diverse.

Pupils in the Pre-Prep spend most of the week with their class teacher, who is the central figure (their 'key person') in their lives at school. They are also taught by a team of specialists including physical education, swimming, French and music teachers. They are supported by classroom assistants, lunchtime supervisors and Early Morning (Owlets) and After School Care (Hoots) supervisors.

The classrooms provide vibrant, exciting spaces in which to learn. The Pre-Prep houses FS1 , FS2, Year 1 and Year 2. There is an assembly hall, Foundation outdoor area and a fully-equipped Key Stage 1 playground. We can also use the variety of venues across the Wakefield Grammar School Foundation (thereafter known as WGSF), including but not exclusive to:

- Jubilee Hall (Wakefield Girls High School/WGHS)
- Hartley Pavilion (Wakefield Girls High School/WGHS)
- Sports field and pavilion (Wakefield Girls High School/WGHS)
- Junior section playground (Wakefield Girls High School/WGHS)
- Owl's Den (Queen Elizabeth Grammar School/QEGS)
- Queen Elizabeth Hall (Queen Elizabeth Grammar School/QEGS)
- Queen Elizabeth Theatre (Queen Elizabeth Grammar School/QEGS)
- Swimming pool (Queen Elizabeth Grammar School/QEGS)

The curriculum at Wakefield Grammar Pre-Preparatory School (WGPPS) comprises all the planned activities which we organise in order to promote excellent learning and personal growth and development within our children. Our curriculum seeks to ensure that we as a school develop independence and responsibility in all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and cooperate with others while developing the knowledge and skills which will enable them to achieve their full potential.

2. Vision

Our vision is, "Big futures start at Wakefield Grammar Pre-Preparatory School'. We provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for high expectations through a curriculum which ignites the children's curiosity, builds on their interests and develops their talents and passions. Our play based, child initiated approach instils a desire to achieve. We inspire a lifelong love of reading and enthusiasm for learning."

We seek to provide children with a rich knowledge of the best of what has been written, thought and said.

3. Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling and useful lives. Our school curriculum is underpinned by our school values, '**Respect, Resilience, Kindness**'.

This means that we will expect the best of every child, will encourage them to be curious and inquisitive and will provide a learning environment in which they will be able to develop to the absolute summit of their potential.

It also means that we will respond warmly and constructively to less able children and to those with special educational needs. We believe that such children contribute immeasurably to the life of a school and we will nurture them to the best of our ability. In every aspect of the curriculum we will promote the value of equality.

4. Drivers

The staff at Wakefield Grammar Pre-Preparatory School plan with four key drivers at the forefront of their thinking in order to ensure that learning is as relevant as possible for our children. The key drivers underpin all aspects of the curriculum, they are:

- Reading
- High Aspirations
- Creativity
- Child Initiated/Play Based Learning.

We want all children to leave our school being:

- Independent Thinkers
- Little Readers
- Little Leaders

5. The curriculum

As an independent school, we are not required to follow the National Curriculum. We recognise, however, the excellence of the National Curriculum in many areas, and we will use appropriate resources when we believe them to be in line with our curriculum aims.

6. Early Years Foundation Stage (EYFS)



In the Early Years Foundation Stage (i.e. Foundation Stage 1 and 2) we will follow the Early Years Foundation Stage Statutory Framework and provide teaching and assessment in line with its requirements.



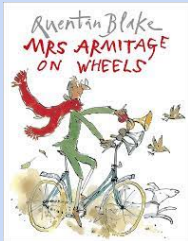
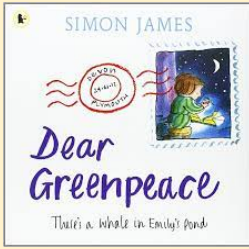
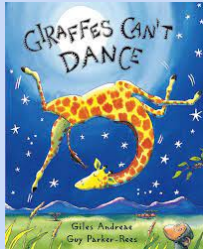

In the EYFS, children will be taught the seven statutory areas: the Prime areas of Communication & Language, Physical Development and Personal, Social & Emotional Development; and the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our aim within our EYFS is to ensure that all our pupils receive a broad and balanced curriculum to prepare and equip them for their future learning and experiences. The characteristics of effective learning underpin learning and development throughout the EYFS curriculum. The curriculum in EYFS is based around key texts.

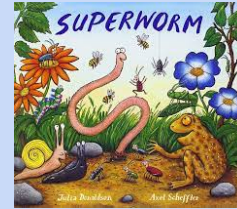
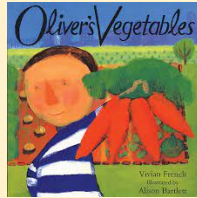
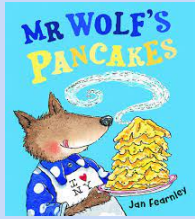
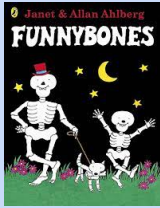
FS1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	<u>Goldilocks and The Three Bears</u>	<u>Gingerbread man</u>	<u>Jack Frost</u>	<u>Little Red Hen</u>	<u>Jack and the beanstalk</u>	<u>Adventures of the Little red train</u>
						
Supplementary text						<u>The Train Ride</u>
						
Text	<u>Owl Babies</u>	<u>Traditional nativity</u>	<u>The Three Little Pigs</u>	<u>Each Peach Pear Plum</u>	<u>The very Hungry Caterpillar</u>	
						

Supplementary Text	WOW- It's night time- Tim Hopgood.	We're going on a Elf Hunt				
						

FS2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Way Back Home</u>	<u>The Bear's Winter House</u>	<u>Mrs Armitage on Wheels</u>	Dear Greenpeace	<u>Giraffes Can't Dance</u>	<u>The Bog Baby</u>
					

<p>Lost and Found The day the crayons quit (Zones of Regulation)</p>	<p>After the Storm Flo of the Somme</p>	<p>The Naughty Bus</p>	<p>The Blue Whale-Jeni Desmond The Whale who wanted more</p>	<p>Handa's Surprise</p>	
					
<p><u>Funny Bones</u></p>	<p><u>Stick Man</u></p>	<p><u>Mr Wolf's Pancakes</u></p>	<p><u>Oliver's Vegetables</u></p>	<p><u>Superworm</u></p>	

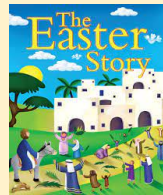


non-fiction books about bodies, skeletons and bones.

not a stick - Antoinette Portis
Pumpkin soup - Helen Cooper

Easter story

Non-fiction books about insects



7. Key Stage One (Years 1 and 2)

From Year one onwards, children will be taught in subjects through a 'topic' which is themed around Yorkshire. The subjects within the curriculum will be:

- English (including phonics, speaking and language and handwriting)
- Mathematics
- Science
- history
- Geography
- religious education
- Arts,
- information technology

In addition we will teach:

- at least one music lesson per week (we also have a separate singing session)
- physical education (PE and games) each week
- swimming from Year 1, with taster sessions in FS2
- at least one PSHE lesson per week
- philosophy for children (P4C) sessions
- one French lesson per week

Through the curriculum, we aim to equip children with the knowledge, skills and attitudes which will enable them to:

- Be creative, imaginative thinkers
- Be problem solvers
- Be unafraid of making mistakes
- Challenge themselves to do even better
- Be enquiring and able to ask good questions
- Understand their own and others' emotions and feelings
- Form their own views and be able to articulate them
- Be wholly respectful towards others who are different and/or have different views
- Become avid readers
- Have a sound knowledge of Fundamental British Values, including:
 - **Rule of Law**
 - **Mutual Respect**
 - **Democracy**
 - **Personal Liberty**
 - **Culture, Faith and Others** and the diverse nature of modern Britain
- Be able to act appropriately in a range of "risky" situations
- Develop confidence
- Develop a good sense of humour and a sense of perspective
- Work as part of a team where necessary
- Be aware of how to live a healthy lifestyle
- Enjoy positive relationships with others
- Know the difference between right and wrong
- Know how to care for the environment

The above is not an exhaustive check-list but sets out our priorities for our children's academic, personal and social development.

8. Organisation and Planning

We will take great care to plan our curriculum carefully, so that there is coherence and progression at every stage. We agree on a long term plan for each Year group. This indicates which topics are to be taught in each term, and to which groups of children. We will review our long term plans on an annual basis.

The curriculum carefully plans for progression throughout Foundation Stage and Key Stage 1. It also links carefully to the Key Stage 2 curriculum that both our boys and girls will experience, ensuring that there is a cumulative approach to teaching which builds upon skills and knowledge gradually; providing our children with a variety of contexts to practise and apply, then refine and improve.

Provision is designed to advance understanding, gradually, throughout a key stage. Lessons are not necessarily an 'event' in themselves. They are part of the process of learning which will carry on over several days or even weeks until a pupil is showing the required level of understanding. Some lessons may involve multiple learning objectives. Learning is not linear and children do not make equal steps of progress in all areas.

Maths and English will be taught daily, other sessions will, as described above, typically involve topic work and will be designed to provide a more flexible approach enabling teachers to cover the necessary material in a particularly enriching and engaging way. Detailed plans for the curriculum will be drawn up on a termly basis and evaluated by the Senior Leadership Team (SLT) along with the teachers involved in order to ensure that all subjects are being adequately covered. Appendix 1 shows the schemes and methods by which each area of the curriculum is taught.

The 'Yorkshire Curriculum' (Topic) sessions for Key Stage 1 are built around key enquiry questions and intellectual concepts, for example:

Enquiry question: What makes a good inventor?

Intellectual concept: Being an inventor

Our Yorkshire Curriculum has been designed upon the principles of the national curriculum and covers the foundation subject areas of history, geography, science, art and design and design and technology, with skills from other subject areas being incorporated. We have carefully considered the curriculum intent (what we aim to achieve); its implementation (how it will be organised and delivered) and the impact (how the curriculum will change, impact upon and influence each child) [see Appendix 2 for the Yorkshire Curriculum subject specific intent, implementation and impact statements]. At the heart of our Yorkshire Curriculum is the desire for all pupils to be able to master the skills and acquire the knowledge needed to enable them to be successful in their future. The Yorkshire Curriculum is designed to enrich pupil's experiences, provide a context for learning, reinforce concepts and to give pupils an opportunity to apply their skills in different contexts.

The Yorkshire Curriculum is organised around six themes for each year group. Visits and visitors form an important part of the curriculum in opening pupils' eyes to what local, national and global opportunities are on offer. Each theme begins with an enquiry question to encourage critical thinking. Throughout the theme pupil's responses to key questions are gathered and recorded in floor books. Each theme concludes with a polished product.

During the year we hold a 'wow week' event. This is based on a stand alone theme, which the whole school studies for the week. The theme is chosen to further develop the learning in one of the foundation subjects and incorporates the teaching method of Mantle of the Expert.

Wow week is carefully planned to deliberately develop competencies of curiosity, creativity, communication and critical-thinking and the development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life. We also hold other focus weeks such as Anti-bullying week, Science Week, World Book Week and have 'Feel Good Fridays' each half term which have a wellbeing focus.

Each year group has a timetable which shows the time dedicated to each area of the curriculum.

An example of which can be found below:

	8.30-8.45 EMW (15 mins)	8.45-9.10 Reg (25 mins)	9.10-9.35 P1.1 (25 mins)	9.35-10.00 P1.2 (25 mins)	10.00-10.25 P2.1 (25 mins)	10.25-10.55 P2.2 (30 mins)	10.55-11.15 Break (20 mins)	11.15-11.40 P3.1 (25 mins)	11.40-12.05 P3.2 (25 mins)	12.05-12.35 Lunch (30 mins)	1.15-1.40 P4.1 (25 mins)	1.40-2.10 P4.2 (30 mins)	2.10-2.25 Break (15 mins)	2.25-2.55 P5.1 (30 mins)	2.55-3.20 / 3.25 / 3.30 P5.2 (25+mins)
Mon		Reflection	Literacy		Maths counting / focus			Maths			Topic - History			PSHE	RE
Tues		Reflection	Literacy		JT swimming		Swim	Maths			Art			ICT	
Wed		Reflection	Literacy		Maths			Science			Topic - History			Topic - History	NRS
Thur		Reflection	Literacy		French			Music			Maths			Science	
Fri		Reflection	Games					Outdoor Maths			Topic			NRS	Y1/2 singing

Minutes of school day: 8.45am – 3.20pm = 395 mins (FS1)
 8.45am – 3.25pm = 400 mins (Y1)
 8.45am – 3.30pm = 405 mins (Y2)

Teaching minutes of school day: 290 mins (FS1)
 295 mins (Y1)
 300 mins (Y2)

9. Progress

Progress is defined as the securing of essential knowledge, skills and understanding. This means that pupils in school will experience the same content over and over again, each time in a richer and more challenging context, thus extending their understanding further. We do not rush to introduce new content as it is important that pupils are able to evidence that they are able to apply knowledge and skills first and then master them in diverse and unfamiliar contexts.

We aim to challenge, support, extend and embed children's understanding within each area of the wider curriculum with accuracy and fluidity.

10. Assessment

At WGPPS we believe that accurate assessment is the basis of high quality teaching, as it allows learning to be planned and taught appropriately to meet the needs of children so that all are helped, stretched and nurtured in the most effective way.

In EYFS ongoing daily observations and assessments enable the teacher to assess each pupil's progress in relation to each of the 17 Early Learning Goals, and to report on each pupil's Characteristics of Learning.

EYFS profiles, produced in line with statutory requirements, provide a basis upon which Year One teachers can build.

From Year One onwards, assessment will be carried out in line with our Assessment Policy. Progress in key subjects will be assessed every term and more formally at the end of each school year. Each subject will be reported on to parents at the end of the year through a formal report and during the autumn and spring terms, through parents' evenings.

11. Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum. She, along with the Deputy Head, will monitor lesson plans, arrange for pupils' work to be moderated and carry out regular learning walks in order to support teachers as they deliver their plans and develop their knowledge and expertise. The school places the quality of teaching at the very top of its list of priorities, second only to Safeguarding, and it will actively and formally review the curriculum, its delivery and its effectiveness at least annually.

Appendix 1: How each aspect of the National Curriculum is taught at WGPPS

- Maths - White Rose Maths, alongside weekly outdoor maths sessions and regular maths meetings (focusing on the drip fed elements of the curriculum such as telling the time, fractions, money)
- Spelling - The scheme of work from Rising stars is taught with weekly spellings sent home.
- Phonics - Read, Write, Inc phonics is taught daily in sets according to where children are in their phonic knowledge. Children are reassessed every half term (approx. 6 weeks). Children from FS1-Year 1 are taught in these groups. Children in Year 2 are not taught phonics unless they still need this. Where children need additional support, 1:1 tutoring is put in place.
- Music - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks
- French - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks. Taught weekly across school.
- PE - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks. Taught weekly across school.
- Games - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks. Taught weekly across school.
- Swimming - School created curriculum for Year 1 and Year 2 with taster sessions in FS2. Taught in half-termly blocks in Year 1 and weekly in Year 2.
- ICT - Information technology/computing is taught through the Purple mash scheme of work. Taught weekly across school.
- Science - Discrete teaching of science through the national curriculum or teaching science within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- History - see Yorkshire Curriculum in Appendix 2. Taught weekly across school or blocked if needed.
- Geography - see Yorkshire Curriculum in Appendix 2, Taught weekly across school or blocked if needed.
- Art - Discrete teaching of art through the national curriculum or teaching art within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- D&T - Discrete teaching of design and technology through the national curriculum or teaching D&T within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- Philosophy for children - the school has written their own scheme of work for the assemblies and lessons which will be covered in philosophy for children. A copy of this can be requested from school. Taught weekly across school or blocked if needed.

- PSHE/RSE - Discrete teaching of personal, social, health and economic education and relationship and sex education through the national curriculum or teaching within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- RE - Discrete teaching of religious education through the national curriculum or teaching science within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.

Appendix 2: Yorkshire Curriculum Intent, Implementation and Impact for each foundation subject

Curriculum Intent, Implementation and Impact for Art and Design

Art and Design is the expression of creative skills and imagination through a range of media. The study of art opens students' minds to different styles of art from around the world and throughout history.

Intent: The art curriculum will ensure that all pupils:

- Will see and experience the world differently and to develop a life-long connection with art.
- Open their minds to different styles of art from around the world and throughout history and enable them to use what they learn to develop personal responses and develop the ability to express themselves through art.
- Will develop an increasing range of technical skills, but particularly drawing, and use these with increasing sophistication when exploring 2 and 3D media across a range of styles.
- Will learn to talk about art and to critically appraise their own art as well as that of major artists.

Pupils' version:

'I can express myself creatively through doing and being influenced by art: past and present; locally; nationally and globally.'

Implementation: Teachers will:

- Plan and deliver lessons to develop the skills necessary to produce original work as pupils explore and record their ideas creatively;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help pupils to develop fine motor skills to become proficient in drawing and other media including paint, print, textiles, sculpture and digital media;
- Promote the sketch book as a tool for pupils to organise their ideas and influences when planning, critiquing and producing their work;
- Provide frequent opportunities to talk about art demonstrating an increasingly sophisticated use of technical language and articulating an understanding that there are no rules in art, but you must be able to justify your thought process;
- Provide opportunities for pupils to learn to critically talk about the approaches and techniques of artists and to apply these in their own work;
- Expose pupils to the work of artists that equally represent the racial mix that characterises the UK as well as artists from now and the past and from the UK and across the world;
- Plan the curriculum to ensure the delivery of every pupils' entitlement to visit galleries and art in the community, as well as accessing the world of art through digital means;
- Celebrate pupils' work through classroom displays, school displays and exhibitions;
- Provide opportunities for pupils to work in groups to foster confidence and creativity but as they progress they will increasingly work independently as they develop their personal responses to an artistic brief.

Impact: Pupils will:

- Be able to articulate a knowledge of, and appreciation of art in many forms, styles and contexts;
- Be able to produce art work with skill and creativity beginning to justify the artistic intention underpinning the work;
- Have a lifelong interest in art.

Curriculum Intent, Implementation and Impact for Design and Technology

D&T represents one of the earliest forms of human creativity and problem solving. The study of D&T develops craftsmanship and resourcefulness in order to solve real and relevant problems.

Intent: The design and technology curriculum will ensure that all pupils:

- Learn specialist skills through the use of tools and equipment using a wide range of materials, foods and ingredients;
- Develop imaginative thinking and enable them to talk about what they like and dislike when designing and making.
- Research, design, make and evaluate a range of products through an iterative process to solve real and relevant problems;
- Talk about how things work and to draw and model their ideas.
- With confidence and ability, apply their skills in everyday situations. They will be resilient in the face of failure and will experience a sense of pride and achievement when they succeed.

Pupils' version:

'I can research, design, make and evaluate a range of products to solve real problems and understand how technology is shaping our world.'

Implementation Teachers will:

- Plan and deliver a scheme of work across technology disciplines (including Food) that develops pupils' creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Teachers planning will:

- Focus the planning on the implement of the design and manufacturing process through increasingly complex and challenging projects as pupils' progress through school;
- Ensure pupils develop the skills to plan and execute a project from beginning to end;
- Ensure pupils develop the skills to follow written or verbal instructions;
- Ensure that pupils always work safely;
- Whenever possible teach the necessary theoretical knowledge through practical application and expert modelling;
- Engineer opportunities for pupils to work in teams as well as independently;
- Instil an appreciation of quality craftsmanship, design and functionality sometimes within a cultural and historic context;
- Provide opportunities for pupils to learn to effectively communicate their design ideas and increasingly make use of technical language to critique, evaluate and test their ideas and products and that of others.

Impact: Pupils will:

- Have a life-long passion for the subject and will want to achieve well;
- Begin to plan and with support, successfully execute practical DIY tasks at home;
- Have sense of wonder and enquiry about the technological world;
- Begin to self-evaluate and reflect on learning at different stages and identify areas to improve.
- Begin to have the skills, knowledge, understanding and personal qualities to fully realise a design / job brief.

Curriculum Intent, Implementation and Impact for Geography

Geography is the study of the earth, its landscape and environment as the home of people and all living things. It fosters curiosity about the world in which we live, the relationships between people and their environments and encourages active participation in changing it for the better.

Intent: the geography curriculum will ensure that all pupils:

- Have a knowledge of where places are and what they are like and a hunger to explore the wider world;
- Have an understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated;
- Have a growing base of geographical knowledge and vocabulary which is used to express well-balanced opinions;
- Will develop geographical enquiry skills and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Will have the ability to reach clear conclusions and develop a reasoned argument to explain findings.

Pupils' Version:

'I understand how the world [local, national and global] works; the connection between the human and physical environments and my responsibilities to protect it.'

Implementation Teachers will:

- Use the scheme of work and planning to enable all pupils:
 - To investigate local, national and global places and environments
 - To communicate geographically using technical vocabulary
 - To investigate patterns
- Use fieldwork to enable pupils to observe the human and physical features of the local environment;
- Employ technology and virtual reality experiences to provide pupils with near 'real life' opportunities to experience the world around them, such as replicating a rainforest in the classroom;
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Implement visits and visitors which develop pupils' geographical understanding of the world they live in;
- Provide opportunities for pupils to practise and refine their map skills in a range of contexts;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.
- Study key people who have, or are influencing, changes in the world and its climate.

Impact Pupils will:

- Develop a sense of curiosity to find out about the world and the people who live in it;
- Understand about current issues in society and the environment in which they live;
- Develop a deep knowledge and appreciation of their local area and its place within the wider geographical context;
- Develop a life-long ability to use skills and knowledge to navigate locally and begin to have a wider global awareness;
- Be inspired to explore the United Kingdom and places of interest in the world throughout their lives and take enjoyment from doing so.

Curriculum Intent, Implementation and Impact for History

In History, students develop the ability to use knowledge, empathy and understanding to learn from the past to influence and shape the future.

Intent: The history curriculum will ensure that all pupils:

- Learn from and about our local history, the history of the UK and its' community and that of the wider world;
- Understand about the key events and people from the past and that we are a part of history;
- Develop skills to enable us to ask questions, think critically, empathetically;
- Take action for change. History helps our pupils to understand the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils' Version:

'I can empathise, investigate, understand and analyse key events in history (local, national and global) giving me an understanding of the world both past and present.'

Implementation: Teachers will use the scheme of work and planning to enable all pupils to:

- Know and understand their local history, through an exploration of the backgrounds of our community and our belief that we must learn from the past to better understand the future;
- Use historically grounded vocabulary to communicate confidently, intelligently and empathetically;
- Model and teach pupils how to use different sources to understand how people's lives have shaped this nation;
- Plan opportunities for all pupils to consider, from different viewpoints, how the UK has influenced and been influenced by the wider world;
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Implement visits and visitors which develop pupils' historical understanding;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.
- Celebrate pupils' work through classroom displays, school displays and exhibitions.

Impact: Pupils will:

- Have a detailed knowledge of history over time, but more importantly, will secure the skills needed to be a historian;
- Be equipped with the skills, knowledge and values to be good, well-informed open minded and responsible citizens;
- 'Look to history to help to grasp the future' and actively affect positive change.

Curriculum Intent, Implementation and Impact for Science

Science is fundamental to understanding our world through observation, experimentation and enquiry.

Intent: The science curriculum will ensure that all pupils:

- Acquire the skills knowledge and understanding to develop a wonder and curiosity about the natural world and the world around them;
- Through the exploration of biology, chemistry and physics, will become rational thinkers and will understand how science has impacted on their world and their lives;
- Understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes and data to draw conclusions;
- Understand the role of science in our future health and prosperity.

Pupils' Version:

'I will develop an understanding of the world around me, physical and natural, through logical thinking and experimentation.'

Implementation: Teachers will:

- Model how to be a scientist at every opportunity;
- Develop a coherent scheme of work that integrates the disciplines of Biology, Chemistry and Physics. This will include areas such as:
 - Living thing: plants, animals and humans;
 - Investigation of materials;
 - Forces and the physical world;
- Plan lessons allowing for a wide range of scientific enquiry, including the following:
 - Establish a hypothesis;
 - Undertake comparative and fair testing;
 - Research using secondary sources;
 - Observe and accurately record data to obtain results over time;
 - Seek patterns, classify and group;
 - Analyse data to draw conclusions and evaluate the process;
- Systematically plan and teach pupils to understand and use correct scientific vocabulary; to talk confidently and to apply their literacy and numeracy skills;
- Ensure that all pupils know how to access all parts of the curriculum safely;
- Effectively integrate key knowledge about influential scientists where most meaningful;
- Employ technology and resources in the classroom to enable pupils to work scientifically and to enhance the curriculum.
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.

Impact: Pupils will:

- Have a growing knowledge of the fundamentals of science and secure the skills needed to be a scientist;
- Recognise the positive impact that science plays in their lives in areas such physical health and sustainability;
- Demonstrate a lifelong awe and wonder for the world in which they live.