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| **Holy Trinity C of E Primary School**  **School Improvement 2025-26** | | | | | | | | |
| **Subject** | **Science** | | | | | | | |
| **Staff** | **Miss Martin** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| Science in the Foundation Stage is taught indirectly through ‘Knowledge and Understanding the World' and directly through themed lessons, such as ice and melting. Activities and science areas (indoors & outdoors) encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.  To spark excitement and curiosity by providing a high-quality, sequential science education so that children can grow in their confidence when articulating scientific knowledge and conceptual understanding, building up scientific vocabulary within the disciplines of biology, chemistry and physics as they progress through each Key Stage.  To create predictions and apply their mathematical knowledge to their understanding of science when collecting, presenting and analysing data. To use rational explanations and analyse causes, and apply their learning of matters, skills and processes when working scientifically.  To understand the uses and implications of science, today and for the future.  To study inventors of differing gender, race and beliefs and explore the impact their inventions have on society today.  To use the White Rose Science scheme to teach practical approaches to science and scientific language in a fun and logical way. It will also cover scientific questions around sustainability and the planet, and help children develop an empathy for the local and wider environment. | | | * Staff will plan with more confidence using the White Rose Science tool, ensuring knowledge and skills are combined and given equal measure. * Staff will have an improved understanding of assessment within Science, knowledge of how to differentiate between year group outcomes and ensure science skills and knowledge are progressing through year groups. (Planning/assessment board). * Staff will ensure that teaching and learning in Science is broad and progressive. * Pupils will feel engaged and appropriately challenged. * Staff will gain confidence when planning small steps of learning and ensure that opportunities are created for children to be curious and inquisitive. * Pupils will be given opportunities to lead their learning and investigations. They will develop their own questions and routes to explore. * Improved ability of pupils articulating scientific concepts clearly and precisely, using age-appropriate terminology. * Pupils will apply their mathematical skills when taking measurements using a range of equipment and measuring tools, presenting their work, for example through tables, Venn Diagrams and graphs, and interpreting what their presented work shows. This will allow them to conclude findings with data and reasoning. * SEND pupils will feel supported and learning scaffolded to ensure success for all. * The ability to confidently articulate predictions, methods, results and conclusions using scientific terminology. * An improvement in pupils’ understanding of the uses and implications of science in our world today and consider its role in the future within science lessons. * To improve children’s cultural capital through experiences such as trips, WOW days, visitors, exploring the local area etc | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To set up a science club (focus on sustainability).  Autumn 1 | | | |  |  | |  |  |
| To map out Educational Visits for units/year groups.  Autumn 2 | | | |  |  | |  |  |
| To map out retrieval units across each year group in KS2 to revisit previous learning not recapped in that year group e.g. plants, electricity, reproduction.  Spring 1 | | | |  |  | |  |  |
| To create knowledge organisers for each unit in Y1,Y2,Y3,Y4 with key scientific terminology and definitions, useful diagrams etc.  Spring 2 | | | |  |  | |  |  |
| Raise the profile of scientific investigations, ensure at least one every half term. Make a list of useful examples that lead into each unit. Ensure sufficient resources to carry them out.  Summer 1/2 | | | |  |  | |  |  |
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| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| * White Rose Science scheme | | | | | | * Mick Johnson | | |
| **Evaluation** | | | | | | | | |
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