



Curriculum drivers

Relevance: Our children will be exposed to a combination of carefully selected well-known and local scientists to inspire them. Units will be sequenced to show progression through the phases. Learning will be linked to the lives of the children and also give them a wider cultural capital.

Curiosity: Children will be encouraged to recognise patterns and ask their own questions. Our lessons will be hands on and have opportunities for experimentation or observation. Children will be encouraged to record their findings in a variety of ways. Children will show an interest in how things work and change.

Knowledge: Our children will have the opportunity to explore the world around them. They will be exposed to and use a range of enquiry strategies to promote working scientifically and enable them to identify and classify, have the opportunity to observe, compare and test and look for patterns. They will have time to research and discover the lives of scientists from Norfolk and the wider world who have made a difference. Children will be expected to use correct scientific vocabulary when discussing their learning.

Fluency: Children will have the opportunities to read, listen to and share information. Children will be encouraged to make predictions and give reasons and opinions based on their thoughts and findings. Children will use the taught vocabulary to discuss their learning.

Sequencing of content

Units are sequenced so that knowledge and understanding build on previous units.

Prior learning is referenced at the start of lessons so that foundations of learning are used.

Key concepts are interwoven throughout the curriculum so they are regularly revisited.

All units will include the elements of working scientifically.

Vocabulary will be sequenced and built upon.

Big ideas

- Children are exposed to the areas of chemistry, physics, biology and earth science.
- We link all of our learning to our own place in the world.
- We are scientifically curious—we ask questions.
- We recognise the important role we play in the “big issues” surrounding our world.

Diversity

Scientists to be taught will come from a wide range of cultures, heritages, genders and backgrounds.

We will use science to help our children to have a window into a wider world both in science lessons and all areas of the curriculum.

Retrieval practice

Lessons will start with retrieval questions.

Regular opportunities are planned for retrieval practice through questioning.

Regular opportunities to practise skills and discuss learning.

Remembering knowledge is celebrated through our “R” Resourceful.