

Curriculum Intent	Breadth and balance	Key resources & provision	Subject Leader
At St Matthew's our curriculum is designed to build upon prior learning, improve communication skills, promote creativity, broaden knowledge and prepare pupils for life beyond school. We embrace our diversity as individuals and celebrate our unity as a caring, Christian community.	We value pupils as individuals and aim to recognise their achievements in a wide range of areas. Our curriculum therefore ensures balance between academic and personal development. It gives equal importance to core and foundation subjects.	Science Bug scheme of work. Explorify / TWIG Science Reporter. Association for Science Education. PLAN - vocabulary and exemplification. TAP assessment / Concept cartoons. Whole school Science themed days.	Subject Leader Mr Ridsdale 
Communication	- Key vocabulary is taught explicitly, such as <i>seed, stamen, pollination, organism, habitat etc.</i> - Sentence stems are used to help pupils ask relevant questions and articulate their scientific understanding. - Clear and explicit focus on Science learning objectives improves subject specific knowledge. - Pupils present their findings to others in a variety of ways.		
Aspiration	- High expectations benefit all pupils, with a focus on thinking and learning as a Scientist. - Visitors, themed days and events expose pupils to new and exciting opportunities and raises their aspirations. - A focus on raising Science Capital helps pupils understand the importance and impact of Science on our daily lives.		
Creativity	- A cross-curricular approach engages interest and facilitates the understanding of wider themes. - Whole school themed days embrace a range of creative approaches and unite the school through a single theme. - High quality displays throughout the school celebrate pupils' knowledge and encourage reinforcement of learning. - Open ended investigations encourage creative solutions.		
Knowledge of the World	- Pupils learn the skills of scientific enquiry and increasingly plan their own investigations and explorations. - Pupils develop the ability to measure and monitor with accuracy, and to record their findings in a methodical manner. - Pupils are taught about the world around them. They acquire detailed, specific and useful scientific knowledge.		

Suggested monitoring schedule	Autumn	Spring	Summer
Work scrutiny	EYFS 1 2 3 4 5 6	EYFS 1 2 3 4 5 6	EYFS 1 2 3 4 5 6
Drop ins	EYFS 1 2	3 4	5 6
Pupil perceptions	EYFS 1 2	3 4	5 6

Science Bug by Pearson: This scheme of work meets all requirements of the national curriculum. Half termly units of work are progressive and utilise a wide range of quality resources.

Science Curriculum Progression EYFS / KS1	Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS	Food	Favourite Stories	People Who Help Us	Transport	The Sea	Animals
	By the end of the year pupils will... - Demonstrate an inquisitive nature about the world around them. - Describe weather and seasonal change. - Sort food into groups and discuss changes when cooking. - Name body parts and talk about basic bodily functions. - Recall the five senses and talk about each one. - Explore a range of materials and their uses. - Learn about different types of animals and habitats. - Identify and explore pets, British wildlife and zoo animals. - Identify and describe a range of minibeasts. - Explore the immediate and local environment. - Experiment to see which materials float and which sink. - Find out how to grow plants from seeds. - Explore and investigate change.						
	Year 1	Identifying materials	Parts of Animals	Types of Animals	Plants	Comparing Materials	Seasons and Weather
	By the end of the year pupils will... <i>Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely.</i> See the 'Science Bug' scheme of work for detailed information on - Learning intentions and key vocabulary (see PLAN vocabulary lists) - Developing skills of scientific enquiry - Resources and cross-curricular links						
	Year 2	Growing Plants	Feeding & Exercise	Living Things	Changing Shape	Uses of Materials	Habitats
	By the end of the year pupils will... <i>Ask questions and recognise that they can be answered in different ways, including the use of scientific language. Use simple equipment to observe closely, including changes over time.</i> See the 'Science Bug' scheme of work for detailed information on - Learning intentions and key vocabulary (see PLAN vocabulary lists) - Developing skills of scientific enquiry - Resources and cross-curricular links						

Subjects in red link to the overall topic theme for that half term.

Science Curriculum Progression KS2	Year 3	Animals (Movement)	Animals (Feeding)	Light and Shadow	Parts of Plants What Plants Need	Magnets And Forces	Rocks and Soils
	By the end of the year pupils will... <i>Ask relevant questions and use different types of scientific enquiry to answer them. Set up simple practical enquiries, comparative and fair tests.</i>						
	See the ' Science Bug ' scheme of work for detailed information on • Learning intentions and key vocabulary (see PLAN vocabulary lists) • Developing skills of scientific enquiry • Resources and cross-curricular links						
	Year 4	Human Nutrition	Grouping Living Things	Sound	Changes of State	Dangers to Living Things	Electricity
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	Year 5	Forces	Earth and Space	Separating Mixtures	Lifecycles	Types of Change	Materials
	By the end of the year pupils will... <i>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings if needed.</i>						
See the ' Science Bug ' scheme of work for detailed information on • Learning intentions and key vocabulary (see PLAN vocabulary lists) • Developing skills of scientific enquiry • Resources and cross-curricular links							
Year 6	Evolution and Inheritance	Changing Circuits	Classifying Living Things	Our Bodies	Light and Sound		
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