



A voyage of discovery - we're sailing to success together... Science



I N T E N T	AIMS		
	It is our intention to develop our children's love for learning through the Science curriculum. We aim to develop creative learners with imaginations that are ignited through exploration and curiosity within our 'hands-on' and engaging science curriculum. We aspire for our children to perceive themselves as future scientists, to have ambition with no limitations. Our study of real-life scientists ensures that our children have a diverse range of positive role models to aspire to, and a purpose for their learning. Children from all cultures, genders and ethnicities are able to see themselves represented as scientists.		Right from the Early Years Foundation Stage our children will study the world in which we live, developing an understanding of nature and processes. Throughout their time here, they study seasonal changes, our environment, materials, animals, plants, and humans, enabling them to develop an understanding of the world in which they live and how all of these associate and connect with one another. Essentially, they will begin to understand how our world works. We will nurture their own wellbeing, ensuring they feel valued with an understanding of their role as responsible global citizens, protecting the environment in which they live. We will nurture our children's enquiring minds and develop their skills in asking and answering scientific questions through investigative approaches.
I M P L E M E N T A T I O N	APPROACH: Holistic, physical , well-being, healthy lifestyle, intellectual, personal, social, emotional, spiritual, moral and cultural		
	Our science curriculum provides children with a range of first hand engaging and stimulating experiences. Science is memorable and fosters a thirst for knowledge and a deeper understanding of the skills essential to the subject. Whilst knowledge is important we are aware that we are growing the scientists of the future, preparing our children to question, investigate and analyse a world we know nothing about.	With the expectation of huge advances in technology, we anticipate that our children will be able to understand more about our world than we can possibly imagine. In order to prepare them for this our children are encouraged to be reflective, resourceful and resilient in their scientific thinking and learning.	Where possible our science learning is linked to our Topic and is purposeful. Creativity is key, and cross curricular links between science and other STEM subjects are constantly growing and developing.
	Our outdoor learning environment is a huge strength within the implementation of the science curriculum and children regularly access the range of habitats within our grounds to support and extend their skills and understanding. We pride ourselves in offering 'Woodland Time' and 'Forest School' experiences to our children, and believe this practice is invaluable to our children's first hand experiences and knowledge of the environment in which they live.	In Reception our children are encouraged to ask questions. Excellent teacher questioning and intervention in play and exploration enables the children to respond to their own questions, observing and discussing similarities and differences in the world around them. They are encouraged to ask 'why?' and draw on their experiences of the world around them to solve problems and reflect.	In Key Stage One children raise pertinent questions and draw conclusions based on their own observations. Children carry out simple tests using a range of different enquiries, with a strong emphasis on practical experiences to reflect and challenge their understanding. They deepen their understanding and broaden their skills building upon what they have learnt in the EYFS.
I M P A C T	CHILDREN MAKE EXPECTED OR GREATER THAN EXPECTED PROGRESS		
	Children at Trafalgar Community Infant School speak in a positive way about their science learning.	Through exciting, engaging and inspiring learning opportunities children develop knowledge and skills in the field of science.	Children perceive themselves as scientists and are confident to investigate, observe and analyse the world in which they live.
		By the end of Year Two, they are well equipped with the skills to question, problem solve, challenge and inquire with independence.	