Designing a curriculum for all

Subject: Science   Leader: NP   Date: 2024/25

Intent Statement
Curious and inquisitive pupils leave with the confidence to apply investigative and critical thinking skills to the wider world based on their scientific knowledge.

Action Implementation (these are your specific actions – these can then be RAG rated at review points)	Timeframe (start & end) Milestones	Resources (people/time/ training)	Accountable	Monitoring and Evaluation (How will it be achieved?)	Success Criteria Impact (What will it look like? How will you know you have met the objective? What will you see?)
To ensure Unit Knowledge Organisers include the KPI	Autumn Term	Time for cover	NP	NP to look at the unit knowledge organisers and ensure they include key questions that reflect the KPIs	NP has looked at the unit knowledge organisers to ensure that the statements and vocabulary are related to the KPIs ; NP to give feedback to all staff.
To see science in action	Spring Term	Time for cover	NP	To observe lessons across school focusing on how children are taught key scientific vocabulary and how each lesson begins with recap of previous learning	NP has observed science lessons and identified how children are taught key scientific vocabulary and how knowledge is consolidated with revisiting prior learning at the beginning of each lesson. NP to give feedback to all staff.
To complete a pupil voice and book look	Summer Term	Time for cover	NP	NP to talk to children Y2,3,5 (including PP and	NP has spoken to children and monitored evidence of

				SEND) about their science learning and monitor books and seesaw as examples of evidence	learning – give feedback and note future action.
To explore assessment in science	Summer Term	NP- time to speak to subject leaders within Sandfield	NP	NP- to support staff with end of unit assessment task	• A clear plan in place for assessment in science. • All staff feel confident to assess in science. • Assessment in science does not cause excess work load.