

## Science

At Overstone Primary school our **intention** is to create curious children who have a knowledge and understanding of the world around them. We aim to equip them with the scientific skills of enquiry needed to solve problems and prepare them for life in an ever-changing landscape.

The whole school's Science learning is mapped out to make sure it is progressive and continuous.

This progression map has been compiled using the National Curriculum and The Plymouth schemes of work. The Plymouth Scheme and other resources form the planning of our work, in order to best meet the needs of the children.

As we move through year groups, children will revisit units to extend their knowledge and key threads will reappear as 'hooks' for this.

Some of these are as follows:

### Animals

Duck

Owl

Bear

Butterfly

### Plants

Sunflower seeds

Beans

The reason for this is so familiar animals and plants can be used to initiate conversations about prior learning.

### In each Science lesson you will see:

**Knowledge retrieval** at the beginning of the lesson.

Children in KS1 and KS2 may show answers (e.g. hands on heads or on shoulders to demonstrate choice of answer to a verbal question). In both key stages, teachers may display an 'odd one out' using knowledge from a previous lesson or a 'zoom in/out' using Explorify. In Upper KS2, children may jot answers in the back of book and self-mark.

**Vocabulary displayed.**

**LI displayed** at the appropriate point in the lesson.

Specific knowledge and skills to focus on the key component knowledge strands.

### In books you will see:

Pre and post-unit mind maps to show each pupil's knowledge at these key assessment points.

Knowledge organisers that will be referred back to throughout the unit.

Learning intentions written for each recorded lesson.

Quizzes may be seen.

In Upper KS2, you will see knowledge retrieval at the back of book – in the form of one word answers, or ABC to questions on the board. This will be self-marked.