

## Science

*We care, we learn, we belong*



At M<sup>T</sup>V<sup>S</sup> we have designed our curriculum with the development of the **whole child** at the **centre**. Our aim is to provide our children with an **engaging, exciting** and **empowering** curriculum offering them opportunities to **grow** as **individuals** as well as **learners** and prepare them for life today and tomorrow.

The intention of our curriculum is to ensure that children access a **broad** range of **enriching experiences**, so they **acquire valuable knowledge, skills, understanding** and **attitudes** to enable them to become **highly motivated** and **resilient** learners who feel they have a **voice**. Opportunities are planned to make use of our locality and the context of our school while maintaining coverage of the National Curriculum.

# Science Statement of Intent

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- Our science curriculum is designed to provide our children with an engaging, exciting and empowering learning experience. Through practical activities and research, the children will acquire valuable knowledge, skills, understanding and attitudes. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.
- We recognise the importance of Science in every aspect of daily life. Our children will feel safe to try new things, share ideas and investigate with confidence and resilience.

# Early Years Curriculum

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The Natural  
World



Managing  
Self

# Early Learning Goals

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## **The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Managing Self**

- Manage their own basic hygiene and personal needs and understand the importance of healthy food choices

# Healthy Food Choices

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## **Growing, harvesting and tasting radishes**

- JC - “I really love radishes now!”
- NH – “I want to eat some more it was so good.”

# Year 1

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- Plants
- Animals including humans
- Seasons
- Materials

# Year 2

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- Plants
- Animals including humans
- Materials
- Living things and habitats

# Year 3

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- Plants
- Animals
- Rocks
- Forces and Magnets
- Light

# Year 4

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- Animals including humans
- Living things and habitats
- States of matter
- Electricity
- Sound

# Year 5

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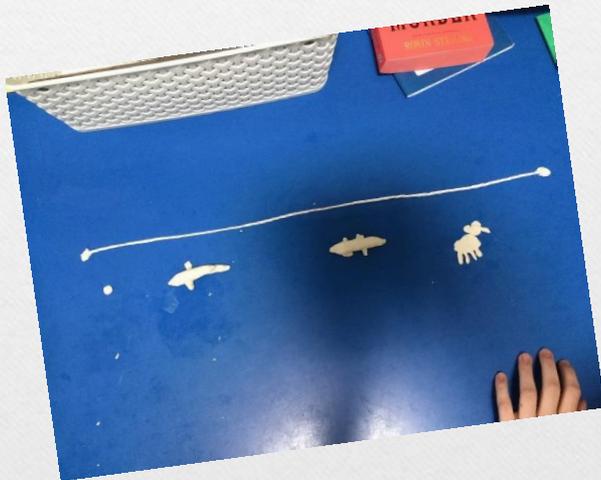
- Living things and their habitats
- Animals including humans
- Properties and changes of materials
- Earth and Space
- Forces

# Year 6

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- Living things and their habitats
- Animals including humans
- Electricity
- Light
- Evolution and inheritance

# Evolution



# Science and SMSC

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## Spiritual

- to understand that some answers cannot be provided by science
- to ask questions about how living things rely on and contribute to their living environment
- To wonder about the size of the universe and how it might be formed (Y5 Earth and Space)

# Science and SMSC

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## Moral

- To consider the wonder of the natural world and inventions which have made the world a better place
- Also to consider that some inventions may harm the environment and people
- To speculate about how science can be used for good and evil

# Science and SMSC

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## Social

- To be able to explain how to keep themselves and others safe (eg in lessons on electricity, light (sunlight), general hygiene and handwashing)
- To explore the social dimension of scientific advances (environmental, medical, energy)

# Science and SMSC

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## Cultural

- To ask questions about scientific discoveries from around the world (eg Egyptian, Hindu, Muslim traditions)
- To hold a whole school science day to investigate the above