Science Impact Statement

Overall aim: To develop a sense of excitement and curiosity about the world, through the specific disciplines of biology, chemistry and physics so that children can see how science changes our lives and is vital to the world's future prosperity.

Achievement

	EYFS (Understanding the World)	KS1	KS2
Progress			
Attainment	93%	85%	82%

What is the impact on the school?

Children in Key Stage 1 could discuss that by asking questions in Science they were able to use this skill and confidence when asking questions in other subjects. In Key Stage 2 children commented on how science investigations helped develop their resilience skills, as often predictions aren't correct and you have to persevere and try again.

What is the impact on the local area?

Children in Key Stage 1 could discuss that after their learning about plants and seasonal change they are now more aware of the environment around them and how to take care of it. In Key Stage 2 the children could talk confidently about how our nature garden has been used to support their science learning this year. They could also talk about how science topics in school have been useful in their out of school hobbies – a Year 5 child could link how learning about forces and air resistance helped him in Sea Cadets.

What is the impact on preparing our children for life in Modern Day Britain?

Children in many year groups could discuss the importance of learning about the Human Body and how this will help them in the future to make their own, healthy choices about their lifestyles.

They could also discuss an interest in science related jobs, as well as all jobs, as science in their classes promotes working together, asking questions and following methods/instructions. All of which children knew they would need in their future careers.

Many children could link their learning to climate change and making the correct choices when it comes to sustainability, for example use of electricity, water and different materials.

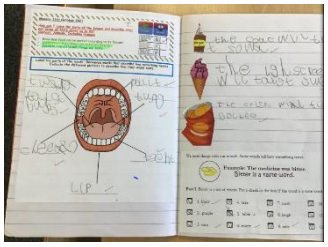
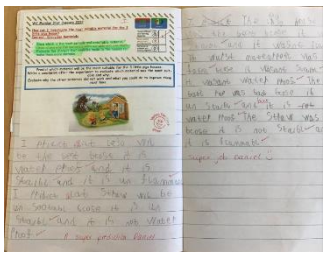
Impact of child conferences: Children in both key stages were confident talking about science, especially when it came to discussing the skills they felt they had gained from their science learning and how they could use these across the curriculum.

Impact of data: Understanding of The World in EYFS is strong at 93% and in KS1 and KS1 there seems to similar patterns. In particular, it is evident that a high percentage of the children who haven't achieved at least expected standard are LA/SEND children.

Next steps: The understanding of Science as a subject on its own and the specific science skills being taught being recognised. It is evident that children feel comfortable talking about their Science learning in general but more emphasis needs to be made on the separate disciplines of biology, chemistry and physics.

In terms of next steps for attainment and progress, there needs to be more opportunities made for children who are often working on a Green task/objective to be able to achieve at least the Orange (expected level) objective across all areas of Science.

Portfolio of Work

			
EYFS	 In Autumn Term Reception looked at how their body works and explored the 5 senses. Throughout the year they have been able to use this growth and wisdom that they developed throughout their learning and understanding of the world.	 In Spring Term Reception fostered their curiosity by learning about dinosaurs. Through belief in themselves they could ask questions and make predictions about materials using their previous knowledge of their senses.	 During their learning about lifecycles, Reception class used the continuous provision area to work together and use role play to explore growth and change. You can see how well they achieved with the evidence of their Gold task.
KS1	 You can see the progression in Year 1 when they learnt about their senses. They have moved on from exploring them to know being able to name and label the different organs of the body that use those senses.	 Year 1 have developed their predicting and investigating skills over the year too. They also had to have trust in their groups when working scientifically as well as strength when things didn't work first time.	 Year 2 have had many opportunities to make connections with their science learning this year. One example is their trip to The Winter Gardens where they got to experience first-hand plants from around the world.
KS2	 Year 4 developed their knowledge of sound, by making their own string telephones to test their theories about how sound travels. They definitely grew throughout this session, having to change their ideas as they went along to be able to hear their partners.	 In Year 5 practical investigations have been very evident. Here is just one example to show the progression, not only in independence but also in the recording preparing them for Life in Modern Day Britain.	 Year 3 have showed great team work in science this year. They really enjoyed investigating the absorbency of different soils. Their vocabulary was broadened and their questioning skills deepened too.