



## 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 2021-2022	93%	85%	82%
Attainment 2022-2023	83%	82%	79%

**What is the impact on the school?** Having a big push on resources and working scientifically can clearly be seen through child conferences this year. Children in Reception could talk confidently about the practical science that they had taken part in this year both in class and through after school clubs. In Year 2, the children were excited to discuss the new equipment that they had used such as pipettes and syringes. Year 4 spoke lots about their electricity unit and could verbalise how they had tested different materials to see if they had conducted electricity and the progression was clearly shown in Year 6 when they spoke about making circuits involving switches and motors.

### What is the impact on the local area?

Children in Reception spoke about making bug hotels in our nature garden and how this help the insects to find food and shelter. Year 1 have used the nature garden to look at materials in the natural environment and this supported their work in DT about Shade and Shelter. In KS2 our local area has been utilised for many trips with Year 3 visiting Rainton Meadows and Year 5 going to The Glass Centre for a hands on workshop linked to Properties and Changes of Materials.

### 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 science in their classes promotes working together, asking questions and following methods/instructions. Year 4 children talked about how using a screwdriver to wire a plug has equipped them with life skills.

Our KS2 children could also talk about how our Chicken and Duck after school club makes them sustainable and responsible.

**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. Trips came across as having a real benefit and impact on the children, children in all classes could talk freely and with confidence about how they had supported their learning.








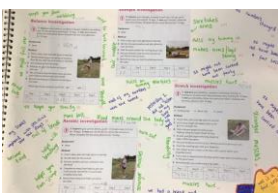

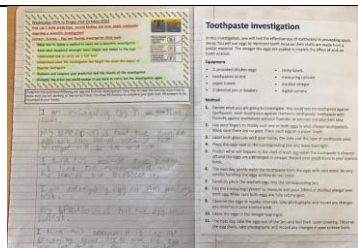
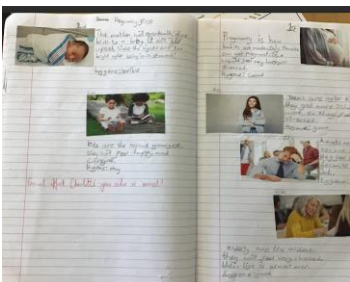
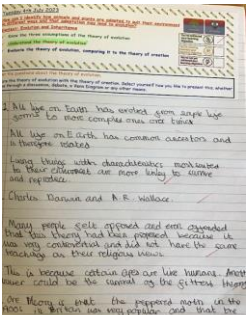
**Impact of data:** The data in all year groups is slightly lower than last year. Staff feel that this is due to us moving over to Cornerstones and that the 'sticky knowledge' has not yet been embedded. Another full year should allow these gaps to be fixed and at least or not more progress made.

### Next steps:

Monitor data in Reception and establish clearer science links within Understanding Of The World

Continue to enhance children's learning through Forest School opportunities and visitors/trips.

## Portfolio of Work

			
EYFS	 <p>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.</p>	 <p>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.</p>	 <p>Reception class have used the outdoors lots this year to provide rich experiences and to develop their vocabulary. Here they are during their Animal Safari unit exploring animals in their habitats.</p>
KS1	 <p>You can see the progress in Year 1 as they began to use Venn diagrams to sort information into different categories.</p>	 <p>Year 2 have also developed their skills in working scientifically. Here they linked their PE and Science learning together when they investigated aerobic, balance, strength and stretch over a period of time.</p>	 <p>Year 1 have had many opportunities to make connections with their science learning this year. One example is during STEM week where they made weather instruments to support their seasonal change understanding.</p>
KS2	 <p>Year 4 have shown that following a sequence of learning thoroughly produces great results which can be seen in this Gold task Toothpaste investigation.</p>	 <p>Year 5 really enjoyed their Reproduction and Ageing unit and this has definitely prepared them for their futures.</p>	 <p>Year 6 have drawn on all of their sticky knowledge from previous years during their work on evolution. Great discussions took place with chance for debates and links with RE too.</p>