

Holy Trinity Science

Impact Statement 2018-2019

Desired outcomes:

Ensure the planning reflects an enquiry based approach to science i.e. less rote learning and “work sheets”

Create more scientific experiences in the local area (links to spirituality)

Emphasis on using scientific vocabulary

What we did?

*Visiting speakers led Inset to develop the teaching of Scientific Enquiry (Crick Institute)

*Crick Science Week- teachers in Year 1-6 worked alongside scientists to carry out a science investigation. Year 5 visited the Crick Institute and worked in their lab for a day

*Year 3 and 4 trip to Hampstead Heath to experience Science in the local area; year 3 looked at soil health and year 4 looked at animals in their habitats

*Linked with local secondary school (UCS) to have access to a Science Lab; the children in Y4 and 6 learned how to use Bunsen burners when dissolving salt

*Y5 went to the Science museum to bring Space topic to life

*KS1 brought their “Animals including Humans” units to life with visits from petting zoos, a trip to Kentish Town farm, visiting owls and hatching their own chicks

*Key scientific vocabulary was displayed on classroom walls and on a title page at the beginning of each unit.

* Weekly STEM club for Challenge and Excellence children

Next steps:

Ensure enquiry data is recorded in a number of ways e.g. graphs and tables

Ensure teachers know what scientific enquiry looks like in terms of assessment for learning

Encourage teachers to adapt their planning for unexpected tangents in children’s enquiry