

Assessing Science

We aim for the children to develop, skills, knowledge and understanding in science during their time at the school. Below you can see the areas we focus on when assessing your child.

The units of science are broken down into four areas:

- Working scientifically
- Biology
- Chemistry
- Physics
- Outdoor Learning

Across these areas, the skills we look at are:

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

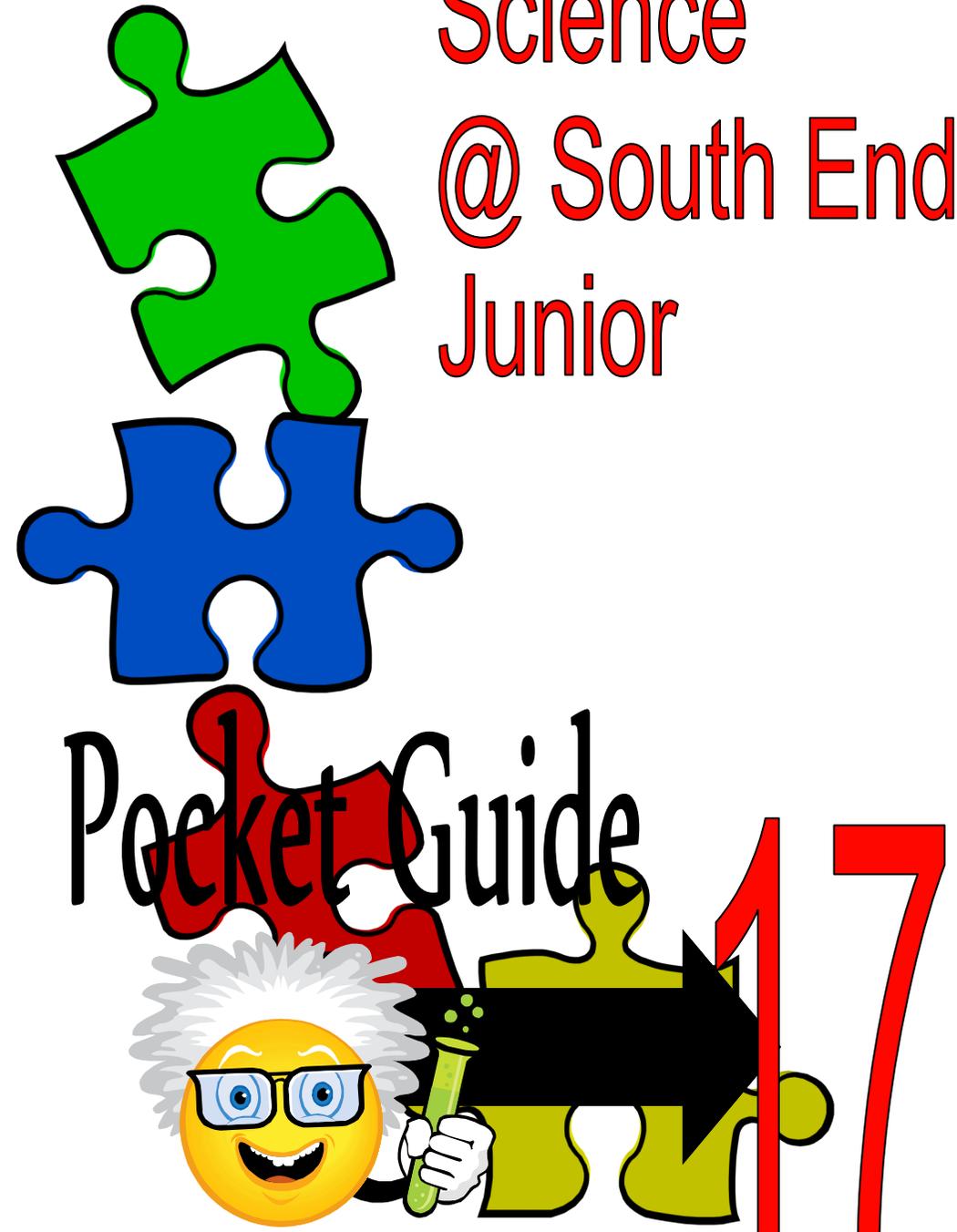
Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

To continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Science
@ South End
Junior



Science @ SEJS

Science at South End Junior School aims to enable children to understand more about the world in which they live through the process of enquiry and investigation. Outdoor Learning days, den building and a new scheme of work for all year groups have been developed to enrich 'hands on' experiences for children.

Our Science Learning Journey offers children the opportunity to experience investigations in real life contexts; where pupils collect evidence to support their ideas through their own actions. The school follows the national curriculum, which is split into four strands: scientific enquiry, biology, chemistry and physics.

Where possible, cross-curricular links are made to English, Maths and Doorways and Pathways learning to support the overall goal of our science curriculum, which is to encourage pupils to make sense of the world around them and recognise the science behind the everyday things they do.

It is important that pupils have a true understanding of what it is they are learning and investigating, so their findings support their knowledge of everyday experiences; such as the importance of the water cycle and how, by the flick of a switch, electricity can be generated to light up a room.

Where it is not possible to use first-hand experiences, such as the Earth and space, and internal organs when looking at the human body, interactive science clips and images are used to help engage pupils and enable them to visualise science beyond their everyday experiences. New resources have also been added to aid the teaching of science. ICT is regularly used to support the teaching of science, with interactive whiteboards allowing pupils to physically access their learning and iPads being available to find and simulate information.

Science Units

Below is a table showing the units covered by each year group. Due to the fact that we try to make cross curricular links, we may not teach the units in the order shown in a year group.

| Year Three | Year Four | Year Five | Year Six |
|---------------------------|----------------------------------|-------------------------------------|----------------------------------|
| Plants | Living things and their habitats | Earth and Space | Living things and their habitats |
| Animals, including humans | Animals, including humans | Life Cycles | Animals, including humans |
| Rocks | States of matter | Properties and changes of materials | Evolution and inheritance |
| Light | Sound | Changes to old age | Light |
| Forces and magnets | Electricity | Forces | Electricity |
| Outdoor learning | Outdoor learning | Outdoor learning | Outdoor learning |