

Science Intent Statement

At Newnham Croft, our science curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. We encourage children to be inquisitive throughout their time at the school and beyond, asking questions and be curious about their surroundings. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our aim is to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

We encourage pupils' familiarity with, and use of, technical terminology, and they are helped to build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. As a theme running throughout the whole curriculum is the notion of 'Working scientifically' i.e. the understanding of the nature, processes and methods of science. This is not taught as a separate strand but is embedded within the content of biology, chemistry and physics, using the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions at an age appropriate level. This includes: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.