



Science Long Term Overview – 2023/2024

As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires. At Broomfield, we aim to recognise the importance of Science in every aspect of daily life.

Our curriculum is aimed at increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science that allow children to explore the world around them. We endeavour to teach children those transferable skills that enable them to reach other areas of the curriculum by providing opportunities for critical evaluation of evidence and at the same time try to use scientific learning to help support basic skills such as data handling and explanation. Science allows the natural curiosity of the child to develop and we aim to promote this discovery whilst allowing children to use and respect the world around them: both the physical environment and the living organisms. We encourage outdoor learning where possible by using the school grounds, pond and other outdoor spaces in the local area.

At Broomfield, our Science teaching offers opportunities for children to develop scientific knowledge and conceptual understanding through the specific topics covered. Through the use of varied teaching methods we hope that our children will be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future. Lessons include the use of a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts. We expect the children to develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.

All our year groups use the National Curriculum to provide a structure and skill development for the science curriculum being taught across the school.

We strive to ensure that the impact of the Science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences. This confidence is displayed through our annual Science week and Science projects.

IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation			Plants and animals and natural world	Looking at changes in weather, leaves and seasons		Floating and sinking
Year 1	Plants	materials	materials	Seasons	Animals including humans	Animals including humans
Year 2	Living Things and Lifecycles (Living Things, Lifecycles & Food Chains)	Plants and Animals Including Humans (Food, Health & Hygiene)	Uses of everyday materials	Uses of everyday materials	Plants and Animals Including Humans (Plants)	Living Things and Lifecycles (Habitats)

Year 3	Light	Light/ rocks and fossils	Rocks and fossils	Forces and magnets	Animals including humans	Plants
Year 4	Animals including humans	Electricity	Sound	Living things and their habitats	Solids, liquids, gases	Solids, liquids, gases
Year 5	Forces	Living things and their habitats	Materials and their properties	Materials and their properties	Earth and space	Light
Year 6	Living things and their habitats	Animals including humans	Electricity	Evolution and inheritance	Investigations	Investigations
IMPACT	By the end of each Key Stage, all children can apply and understand the skills, knowledge and processes they have been taught so that they are confident learners. The children will be able to ask relevant questions and use different types of scientific enquiries to answer them. Teachers use summative assessments to record the progress and attainment against the National Curriculum expectations. Most importantly children will look forward to Science lessons and enjoy learning about the world.					
Article 13 Article 17 Article 28	Every child can share thoughts freely. Every child has access to information. Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.					