



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
SCIENCE – Working Scientifically	EYFS	“To explore the local area and have opportunities to record findings.”	Test (T1) Explore (T1) Equipment (T2)
	KS1	“To perform simple tests and carry out observations to answer questions.”	Results (T2) Identify (T2) Observation (T2)
	KS2	“To work scientifically, to carry out comparative fair tests and explain the results using scientific language.”	Comparative (T2) Variables (T3) Systematic (T3)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.

- ✓ **Respect**
- Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- Democracy.
- The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ✓ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Children will gain an understanding of how to explore, observe and carry out tests appropriate to their age. Pupils may demonstrate knowledge of varying scientific language, as well as the ability to discuss results from comparative tests. They will have knowledge of diverse environments around the world and why conducting tests and comparing results contributes to scientific advancements in the wider world.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

Children will produce pieces of work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a scientific focus, producing a range of evidence including written work.

What sequence of activity and pedagogy will be undertaken?

EYFS: To explore and observe.

Year 1: To carry out simple tests to answer questions.

Year 2: To carry out simple comparative tests to answer questions.

Year 3: To carry out comparative and fair tests.

Year 4: To carry out comparative and fair test using scientific language to explain results.

Year 5: To set up, comparative and fair tests and explain which variables need to be controlled.

Year 6: To use the results of comparative and fair tests to identify what further test may be needed.

Mastery: To explain and discuss in detail using scientific language, tests, results and scientific language and implications it may have on area of study.

IMPACT

What knowledge will the children have embedded?

Children will be able to observe, carry out tests and answer questions appropriate to age. They will demonstrate an understanding of scientific language and how to carry out a fair test.

What retention may be demonstrated?

Here are some example questions that may be used to assess children's understanding.

EYFS: Can you name three things you can see around you? How can you record this?

KS1: How can you make sure you carry out a fair test? Why is this important?

KS2: Can you name some variables that you could control in a test? Why is it important to have a controlled variable?