



How Science SHINES - Our Vision

The SHINE Curriculum in Science

S -Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking.

- We provide a broad and rich bespoke curriculum which encourages pupils to retain and develop interest and enjoyment in science and a natural sense of curiosity about the world around them.
- We provide opportunities to experience real science through school trips and visitors.
- Scientific enquiry opportunities are linked to real life contexts, which encourages inquisitive, well-rounded individuals with their happiness and futures at heart.
- A range of cross curricular links with English, Maths, PE and PSHCE; We reinforce these links through homework activities.
- EYFS teaching provides open-ended, stimulating experiences and resources to promote creative thinking and develop curiosity.

H -High expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills, so pupils know more and remember more.

- We revisit National Curriculum objectives throughout the school curriculum map in order to extend and consolidate previous knowledge (Biology, Chemistry and Physics disciplines). Similarly, our curriculum has strong links between EYFS and Year 1 to build on early experiences and learning.
- We base our teaching and learning style in science on the key principle that Quality First Teaching allows children access to a body of knowledge and skills which are essential to their understanding of the world around them.
- We have a focus on scientific vocabulary; We display and regularly refer to relevant subject specific vocabulary.
- We provide engaging and exciting resources to assist us in delivering science.
- We provide opportunities which challenge pupil's, (including those working at Greater Depth) knowledge, vocabulary and skills through engaging and exciting lessons.
- Our planning is tailored to develop SEND and disadvantaged children based on their starting points.

I – Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests.

- We modify our Science curriculum to suit our children, ensuring it is unique and inspiring
- SEND, disadvantaged and less able children are supported in a range of ways, including by scaffolding learning, and personal short term targets are set.
- Every child is valued and given the opportunity to ‘Shine’ through celebrating achievements.
- GAPS and challenge are used as well as support to promote accelerated learning for all children. This is recorded on planning documents by each teacher.
- Mixed ability groups encourage, support and provide modelling opportunities for children throughout the lessons.
- Our children will receive a wide range of experiences and cross curricular opportunities to develop their learning and enhance their understanding of wellbeing.

N -Nurturing strong, lifelong learning behaviours- resilience, risk taking, independence, perseverance, and pride in success.

- Our children are encouraged to challenge themselves and take risks through investigation opportunities and to persevere by reflecting on their outcomes: paired and group enquiry encourages this.
- We encourage scientific ways of thinking, including open-mindedness (child led tasks) and perseverance.
- We celebrate achievements through examples of good work and display these in the classroom.

E -Encompassing the whole child- developing their faith, values, spirituality, health and well-being and understanding the world we live in, their future in our culturally diverse community and country where equality and tolerance is promoted.

- We aim to stimulate a thirst for further learning and knowledge by building up a body of scientific knowledge and understanding which will serve as a foundation for future enquiry and modern life in Britain.
- We encourage confident, caring, respectful and responsible citizens within group work during science lessons and we consequently equip life-long learners.
- We support the engagement of children and parents in building transferrable skills in science which can be used in application across other curricular areas.
- We create scientific aspiration through enquiry and challenge, enabling children to understand the world around them.
- Tolerance is promoted through accepting and rejecting predictions and hypothesis.
- Health is promoted through teaching about the human body, diet, exercise and healthy eating.