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| Chigwell Row Infant School Action Plan linked to School Development Plan 2021-22 | | | | | |
| Science | | Leader Name: Amy Dowling | | | |
| 1. To implement the new science curriculum following subject self-evaluation and identified needs. 2. To increase the number of PPG who make at least good progress so that they begin to achieve at least in line with other pupils locally, nationally and within then EFSPT. 3. To ensure that all lessons include reading opportunities 4. To continue to strengthen the quality of teaching across the school, in all classes so that implementation can move towards outstanding in all classes 5. To ensure that ‘working scientifically’ is embedded within the new creative curriculum and that children have greater opportunity to conduct practical experiments with increasing independence | | | | | |
| Target  (What to achieve) | Success Criteria  (How will you know if it is done) | | Actions  (How to achieve it) | Resources needed  (£ cost) | Link to SDP  (1-6) |
| To implement the new science curriculum | Curriculum expectations show clear coverage and progression of skills and knowledge  Triage: planning, book looks and pupil voice  Books show a clear use of the revised curriculum and also progression between year groups  Lesson dips  Pupil interviews at different stages through the year | | Sharing curriculum statements of intent, implementation and impact yearly overviews.  CPD  EYFS Baseline | Curriculum Maestro for foundation subject planning tool  £700 per year  Subject leader time | 1,2 |
| Planning of stimulating lessons that will challenge pupil’s ideas about science and the world around them | Triage: planning, book looks and pupil voice  Teacher knowledge, comments and feedback  Progress and attainment data | | CPD  Use of foundation lesson planning tool to embed science knowledge and skills through the creative curriculum  Taking science lessons into the forest and local area as much as possible  Extended practical investigations (whole days) are carried out at least two time per half term | Cost of extra LSAs for forest school | 1, 2,3 |
| To increase the percentage of PPG children who make at least expected progress, with a higher percentage achieving greater depth | All PPG are tracked and show accelerated progress from their starting points | | Assessments using Curriculum Maestro tool after each taught session and using ‘working scientifically’ tracking tool. |  | 1,5,6 |
| To develop children’s knowledge and use of appropriate scientific vocabulary | Pupil voice – pupils will be able to discuss links they have made in their learning from previous year and are able to answer questions relating to scientific enquiry  Book look | | Science vocabulary and key questions are planned for in each lesson  Science displays reflect the use of technical vocabulary and sentence stems relating to scientific enquiry |  | 1,5,6 |
| **How do these targets link to our school values and to SMSC?**  In our science lessons, we explore aspects of nature including seasons and other natural phenomenon. We find out about the Earth, space, and the universe and our place within it. We question and explore why things work and why they happen and we develop a sense of awe and wonder about the world around us. We explore inventions that have changed lives, such as flight, electricity and steam power. We find out about male and female scientists from around the world and explore the differing beliefs about aspects of science, such as living and dying (plants). We work collaboratively, listen to each other’s opinions and ideas about scientific stories theories and hypothesis. We have the opportunity to try out our own ideas or approaches including investigating areas of personal interest. | | | | | |