



# **CURRICULUM POLICY**

## **(Junior School)**

(This document is available on the school website or on request)

*Reviewed November 2017*

### **Policy Principle:**

QEJ Junior School educates boys only between the ages of 7 and 11 years. The curriculum caters specifically for the interests, abilities and aspirations of boys of this age-range. It is also mindful of the needs of the Senior School: of the skills, knowledge and understanding that are required of the boys upon transfer into Year 7.

### **Aims:**

Every child is entitled to a broad, balanced and relevant curriculum that allows them to develop to their full potential by encouraging creative thought, imagination, physical development, and moral and spiritual maturity. It should meet the needs of each individual and take account of their differences. It should be enjoyable, exciting, relevant and stimulating, and should provide suitable challenge for all children, including those with specific educational or behavioural needs.

### **What the Children learn:**

Within these broad aims the school considers that each child shall learn:

- a. To communicate clearly and confidently in both speech and writing
- b. To listen attentively and with understanding
- c. To read fluently, with understanding, feeling and enjoyment, and to be exposed to a wide range of material in order to develop opinions and critical analysis
- d. To write clearly and legibly, where spelling, punctuation, syntax and usage are seen as important
- e. To be relatively proficient in their use of the latest technology, including ICT
- f. To understand mathematical language and concepts, to be aware of the applications of mathematics in the world, to appreciate numbers and to develop logical thought
- g. To master basic scientific ideas and methods of enquiry, and through observation, investigation and discrimination to recognise patterns and order within our world

- h. To problem-solve, by interpreting evidence and devising and investigating possible solutions, thinking creatively and imaginatively, and being willing to take calculated risks
- i. To develop the confidence to make and hold valid moral judgements, to understand the value of self-worth and respect for and sensitivity toward others, to recognise prejudice and bias, and develop tolerance of the values, thoughts and ideas of others
- j. To be culturally aware, recognising not only the differences but also the similarities between different peoples, and to value these differences
- k. To be spiritually alive, and in particular to be aware of Christian beliefs and their importance in shaping our current society
- l. To be able to use various art forms and design skills as a means of expression, using a variety of materials and methods
- m. To appreciate music through listening, performing and composing and develop a critical sense with regard to music
- n. To develop agility and physical co-ordination, confidence in and through appropriate physical activities, and to develop an understanding and an awareness of the body and the importance of living a healthy life-style
- o. To understand our world through geographical and historical study, and through a study of a variety of world languages
- p. To understand the value of achieving happiness for oneself and others, and that both may be achieved by contributing to the community as a whole.

**The School supports these learning outcomes by:**

- a. Catering for the individual needs of all the children, regardless of social or ethnic background, or academic ability
- b. Creating and maintaining an exciting and stimulating learning environment
- c. Ensuring that each child's education has continuity and progression
- d. Facilitating the children's acquisition of knowledge, skills and moral and spiritual values which will help them to develop into a respectful and respected member of the community
- e. Providing an appropriate curricular balance
- f. Recognising the crucial role which parents play in their children's education, and making every effort to encourage parental involvement in the educational process
- g. Treating children with respect through listening to their aspirations, ideas and needs
- h. Regularly assessing, recording and reporting upon the academic, social, emotional, physical and moral development of each child, and through careful and appropriate monitoring of their progress

## **The Curriculum:**

In order to fulfil the requirements of the curriculum aims and policy, the following subjects are taught in all the four age groups:

- Literacy, Numeracy, Science, Humanities taught as 'Topics' (history, geography, PSHE – which are covered in cross-curricular themes such as 'China', 'Kenya', 'The Romans', 'Tropical rain-forests', 'Second World War'), R.E., P.E. and games (including swimming for Years 3 and 4), Art and Design, Music, Modern Foreign Languages (French and Spanish), ICT.

The policy for Modern Foreign Languages is that all boys will have the chance to experience languages during the four years in the Junior School, as outlined below.

Year 3

Term 1 Spanish

Term 2 French

Term 3 Mandarin

Year 4 Spanish - Common expressions, dialogues, vocabulary and songs

Year 5 French - Common expressions, dialogues, vocabulary and songs

Year 6 French - Accès studio course

To supplement the curriculum there are a number of clubs the boys can opt into:

Physical activity clubs; such as football, rugby, cricket, judo, climbing, mountain biking and road running.

Also, art, Lego, chess, drama philosophy, current affairs etc.

## **Other policies related to the Curriculum:**

# **ENGLISH AND LITERACY POLICY**

Literacy co-ordinator: Mrs. L. Taylor

## **1. AIM OF POLICY**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Creative Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At QEH Junior School we strive for all children to be creative and imaginative readers and writers, able to understand what they read and to be able to express themselves effectively both verbally and in writing.

By the age of 11 years we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- be developing imagination, inventiveness and critical awareness

### **3. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014).

**At Key Stage Two (Years 3-6)**, children should be learning to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

#### ***THE GOVERNING BODY***

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every five terms or in the light of changes to legal requirements.

### **4. SUBJECT ORGANISATION**

The English Curriculum is delivered using a combination of the Primary National Strategy framework and our own curriculum. Pupil provision is related to attainment, not age. In Y6 there usually two English sets, when numbers allow, giving a higher ability and a lower ability group. Throughout the rest of the school there is only one set, of relatively mixed ability. Work is differentiated accordingly, both by input and outcome. Pupils who require extra support are offered this on a regular basis, for reading, spelling and writing. More able pupils are extended through entry into competitions within the school and nationally (essay competition, poetry recital, handwriting). Assessment is through Rising Stars Framework and Classroom Monitor.

### **5. APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction, and Drama should permeate the whole curriculum. Interactive teaching

strategies are used to engage all pupils in order to raise reading and writing standards. Pupils are encouraged to develop effective communication skills in readiness for later life.

Pupils are regularly entered for local Literacy festivals, for individual and group Speech and Drama work. Speech and drama lessons are open to all pupils on request. Debating is encouraged through clubs and events with other schools, and pupils regularly lead assemblies where they have to prepare and deliver a themed presentation.

## **6. APPROACHES TO READING**

Pupils read through:

- Shared reading
- Guided reading
- Independent reading

Resources – e.g. Teaching assistants, Senior School pupils, Reading Scheme (for Years 3 and 4), the library, and group reading books are available for all pupils.

Links to parents – including homework diaries, regular home-school liaison and meetings should be strong. Parents are encouraged to listen to their children read at home, and comment in their reading record book on progress.

The library is a key resource. The library co-ordinator uses an electronic tracking system to carefully monitor the reading of all pupils. All books are colour coded in line with the reading scheme in Y3 and Y4.

Standardised Reading Age tests are undertaken for all pupils at least twice a year, with carefully monitoring of progress being the responsibility of the Literacy teachers.

A book fair is held annually, to stimulate reading throughout the school. Authors and poets are invited in to run workshops during this week.

There are several Reading Weeks during the school year, where the homework emphasis is on reading.

## **7. APPROACHES TO WRITING**

A whole book literacy scheme Literacy Evolve is used to enhance the boys reading of quality text and to ignite their writing. Grammar is also taught within this scheme in conjunction with stand-alone grammar work. Literacy World is also used – largely for non-fiction.

Creative writing is encouraged often using Talk for Writing techniques (Pie Corbett) – enabling boys to develop vocabulary, sentence structure and story structure, in a multi-sensory framework.

Writing is also encouraged through an annual published book written from contributions from the whole school. This showcases the work of each child and develops a child's sense of the worth of their writing. The book is sold at the Book Fair. The more able

writers are encouraged through writing competitions, special days of poetry writing or story writing – often following an author visit, in addition to regular opportunities in class to write imaginatively in a range of genres.

More able pupils are expected to undertake more extended pieces of work. Less able will receive more support – often being given more ‘scaffolding’ for their work.

Spelling is regularly assessed through standardised tests and class spelling tests and is differentiated according to ability. Dictations are given with spelling tests to further test the spellings in context – grammar and punctuation are also taught within the dictations.

Handwriting – cursive script is taught from Y3 and reinforced throughout the school. Handwriting is monitored by the English teacher and there is a handwriting competition every year. There is an emphasis placed upon neatness and readability.

## **8. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **9. THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. For example, IPADS are used in lessons to record pupil’s spoken work and this is shared with parents through Seesaw.

## **10. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

Regular standardised assessment for Spelling, Reading and Writing will be used to track pupil progress and to target area of the curriculum for future lesson planning. Such assessment will happen formally at least twice a year, but routine assessment will also be used.

## **11. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. Those with a learning difficulty that inhibits their literacy development will be offered extra support as appropriate.

# MATHEMATICS POLICY

At QEH Junior School, Mathematics is considered a vital part of the curriculum. It provides pupils with the necessary skills to understand the world around them and to cope with everyday life by developing their ability to think in abstract ways, to calculate, to reason logically, to make decisions and to solve problems.

## Aims and Objectives

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many people to the development and application of mathematics.

The aims of mathematics are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- To develop logical thinking and reasoning skills through a natural curiosity and investigative approach
- To promote confidence and competence so that children are proud of their achievements in the subject
- To develop a thorough knowledge and understanding of numbers and the number system
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts
- To develop a practical understanding of the ways in which information is gathered and presented
- To explore features of shape and space, and develop measuring skills in a range of contexts
- To understand the importance of mathematical skills in everyday life.

## Teaching and Learning

- The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole class and group-direct teaching. Children are taught in differentiated groups within

their class groups. During these lessons we encourage children to ask as well as answer mathematical questions. In Year 6, where we have two classes, children are placed in two ability sets to aid effective teaching and learning. Our pupils have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work.

- Children and teachers use ICT in mathematics lessons where it will enhance their learning, and to assist with modelling ideas and methods. Each year group has the opportunity to use the Junior School ICT suite for one of its maths lessons each week. Here, children can access interactive games and other resources on the Abacus Active Learn Primary website, which the school subscribe to.
- In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Throughout lessons, a range of strategies are used to ensure appropriate levelled learning. Children are asked to undertake independent work but other strategies are also utilized. In some lessons group work is undertaken and, in other lessons, children are organised to work in pairs on open-ended problems or games. We use classroom assistants wherever possible to support selected children and to ensure that work is matched to the needs of individuals.
- Children are set a weekly homework task in all year groups in the Junior School, in order to strengthen their learning in mathematics. If appropriate, homework tasks will link directly with the current unit of learning and will be differentiated if necessary. Teachers also have the option to allocate the Active Learn Primary website resources to individual pupils as homework tasks. Children will also be given tables sheets each week to fill in in order to develop their quick recall of multiplication and division facts as they progress through the school.

## **Curriculum Planning**

- Mathematics is a core subject in the National Curriculum and we use the National Numeracy Strategy and Renewed Framework as the basis for implementing our programme of study for mathematics.
- We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term). The national Numeracy Strategy Framework for Teaching gives a detailed outline of what we teach in the long term, while our yearly teaching programme identifies the key objectives in mathematics that we teach in each year.
- Both our long term and medium-term mathematics plans are informed by the Framework and the Abacus scheme of work, which we subscribe to as a school. The plans give details of the main teaching objectives for each term and define what we teach. They ensure an appropriate balance and distribution of work across each term and, most importantly, progression in lesson content across the year groups. These plans are kept by subject teachers and are also saved on the shared area of the school network for monitoring by the maths subject leader.



- It is the subject teacher who completes the weekly and daily plans for the teaching of mathematics. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The subject teacher keeps these individual plans, and the subject teacher and subject leader can discuss these on an informal basis. Again, these plans can be taken from the Abacus scheme of work for teachers to then adapt for the needs of their class.
- Although the school subscribes to the Abacus scheme of work, teachers are also encouraged to be flexible and adventurous in the planning and teaching of mathematics at QEH Juniors. In particular, teachers are encouraged to use their own challenging, open-ended problem solving activities and investigations to engage all pupils, but particularly the more able students in the school.

### **Contribution of mathematics to teaching in other curriculum areas**

#### **English**

Mathematics contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work to others during plenary sessions. Our pupils encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

#### **Science**

During science lessons, children are able to use and apply their data handling skills when creating tables and graphs of scientific measurements. Whole class discussion of data also highlights the importance of clear recording of information. Children are also able to use a wide range of measuring devices in a real-life contexts. Children are required to read the scales on Newton meters, measuring cylinders, weighing scales and a variety of other instruments.

#### **Information and communication technology (ICT)**

Children use and apply mathematics in a variety of ways when solving problems using ICT. Children use it to produce graphs and tables when explaining their results or when creating repeating patterns, such as tessellations. When working on control, children use standard and non-standard measures for distance and angle. They use simulations to identify patterns and relationships. All our pupils are regularly using resources from the Active Learn Primary website to further enhance their enjoyment and understanding of mathematics.

#### **Personal, social and health education (PSHE) and citizenship**

Mathematics contributes to the teaching of personal, social and health education and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. We present pupils with real-life situations and mathematical problems related to the material value of goods and the spending of money.

### **Spiritual, moral, social and cultural development**

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results.

### **Children with special educational needs (SEN) and gifted and talented children**

- We enjoy teaching mathematics to all children, whatever their ability. It is part of the school's ethos to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. The teaching of mathematics at QEH juniors always strives to take into account a child's current level of ability in the subject. These ability levels are informed by regular informal and informal assessment of the pupils. (See assessment section).
- We recognise that some of our pupils are gifted and talented in mathematics. We define our gifted and talented pupils as those likely to achieve a National Curriculum attainment level of 6 when assessed at the end of Key Stage 2 in year 6. These pupils are encouraged to represent the school at Bristol Schools' Maths Challenges in years 4, 5 and 6. The gifted and talented pupils in Year 6 attend a weekly Maths Extension Club on Thursday lunch times, run the mathematics subject co-ordinator.

### **Assessment and Recording**

- Formal assessments of pupils' learning are made each half term using Abacus assessment tests. These assess the pupils' progress against the objectives that have been taught in that half term. End of term Abacus tests are also used, which provide pupils with a National Curriculum attainment level in mathematics and help teachers to track progress over each academic year.
- We use the national tests (past end of Key Stage 2 SAT's) for children in year 6, plus the optional national SAT's tests for children at the end of years 3, 4, and 5 in order to provide children with an attainment level in mathematics at the end of the academic year. This helps to inform target setting and ability setting for the teachers for the following academic year.
- Informal assessments of pupils' progress are made on an on-going basis by teachers in order to inform daily lesson planning. Weekly mental maths tests are also used in all year groups to encourage the use and development of mental calculation strategies on our pupils.

### **Monitoring and Review**

- Monitoring of the standards of children's work and of the quality teaching in mathematics is the responsibility of the mathematics subject leader. The work of the mathematics subject leader also involves supporting colleagues in the teaching of

mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The head teacher allocates regular management time to the mathematics subject leader and other members of the Senior Management Team so that they can review samples of children's work and undertake lesson observations of mathematics teaching across the school.

### **Equality**

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

### **Appendices**

Overview of Taught Calculation Methods at QEH Junior School (available from the Junior School office on request)

# SCIENCE POLICY

**There are four main purposes to this policy:**

- It establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved
- It builds on what pupils have learned previously and promotes continuity and coherence across the school
- It states the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum

## **Introduction**

### **The importance of science in the curriculum**

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life. Pupils recognise the cultural significance of science and trace its world-wide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

At KS2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

### **The aims of science and how these contribute to the school's aims**

**The school aims to:**

- stimulate and excite pupils' curiosity about changes and events in the world
- satisfy this curiosity with knowledge

- engage pupils as learners at many levels through linking ideas with practical experience
- help pupils to learn to question and discuss scientific issues that may affect their own lives
- help pupils develop, model and evaluate explanations through scientific methods of collecting evidence using critical and creative thought
- show pupils how major scientific ideas contribute to technological change and how this impacts on improving the quality of our everyday lives
- help pupils recognise the cultural significance of science and trace its development

### **Methods of teaching and learning**

All lessons have clear learning objectives which are shared and reviewed with the pupils effectively.

A variety of strategies, including questioning, discussion, concept mapping and marking, are used to assess progress. The information is used to identify what is taught next.

Activities inspire the pupils to experiment and investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happens if...?" Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.

Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and the school is working to establish even closer links with information and communications technology (ICT). Activities are challenging, motivating and extend pupils' learning.

Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carrying out activities safely and deciding on the best form of communicating their findings.

### **Continuity and progression**

The Junior school ensures continuity by close liaison between the Key Stage 2 and Key Stage 3, and by close collaboration between staff at the planning stages. Units of work are revisited and in the Junior Department curriculum continuity is ensured by a two year rolling programme.

A written record of attainment is passed from the Junior Department to the Senior Department detailing individual's achievements in science at the beginning of the academic year. Teacher assessments are in line with National Curriculum expectations.

## **Inclusion**

The pupils work individually, in pairs, as part of a small group and as a whole class each term. They use a variety of means for communicating and recording their work.

Educational support staff work as directed by the teacher. They are able to refer to a planning sheet for the particular group they are working with. Where educational assistants are assigned to pupils with special educational needs, they are well briefed beforehand.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Weekly planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to Individual Education Programmes [IEPs].

## **Assessment and recording**

Teacher assessment takes place throughout the units of work. Any attainment and progress which is significantly lower or higher than expected is noted. Teachers analyse pupils' progress in the units of work they have completed the reports to parents. This report takes the form of a summary of the pupils' written work and teachers' observations of the pupils at work thus giving parents a view of what their children know, understand and can do.

## **Organisation**

At QEH Junior School Science is taught as a discrete subject. The programmes of study are covered in units of work using the school's agreed scheme which is supplemented by relevant parts of QCA scheme of work. Teachers take their own classes for science throughout the Junior School.

## **The learning environment**

On a regular basis, classrooms should have displays of current science in hand. Its profile should reflect its place as a core subject. Resources, for the unit of work being covered, should be appropriately accessible. Other sources of information should be available.

## **Safe practice**

Safe practice must be promoted at all times. The ASE publication, "Be Safe!" has been adopted as the school's safety policy in science. A copy is available in the staff room within the Junior school. Teachers must also take into account the school's Health and Safety policy. Particular attention must be given to avoiding the use of anything that aggravates individual pupils' allergies. SAFETY ISSUES have been identified in medium term planning and RISK ASSESSMENTS must be completed in weekly planning when activities are identified that are unusual and beyond the scope of normal safety practice.

## **Learning resources**

Every classroom has access to a resource area and pupils are encouraged to choose from a range of equipment. The subject co-ordinator is responsible for the maintenance of these areas.

The scheme of work covers training the pupils in the safe and considerate use of animals, plants and equipment. They should be taught not to be careless and to use consumables efficiently.

Pupils should be taught how to locate and replace resources properly. Teachers should make sensible decisions, based on the age and stage of pupils, in relation to whether the teacher, the pupils under the guidance of an adult, or the pupils independently, should collect and replace resources.

## **Entitlement**

Science is a core subject of the National Curriculum and all pupils undertake some science activity every week, regardless of ability, race, age, cultural background or any disability. In cases of physical or sensory disability the school will endeavour to provide specialist apparatus, computer software and/ or a modified/ alternative curriculum so that the pupil enjoys as full an access as possible.

Science teachers should consult the Head of Learning Support and Head Teacher whenever they are concerned about a child's progress or ability to access the curriculum.

Science teachers should make reference to the school's Equal Opportunities and Disability policies for further information.

## **Curriculum**

Long term planning: The Programmes of Study for Sc2/3/4 are covered in a two year rolling programme of units. Key Stage 2 PoS are covered across Years 3 and 4 and Years 5 and 6.

Medium term planning: This identifies: "to teach statements" within each unit of work; learning objectives, science activities, assessment opportunities, the vocabulary to be taught and used, safety issues, and how resources can be used.

There are medium-term planning sheets for each unit of work.

The subject co-ordinator is responsible for evaluating the overall impact of the science curriculum on standards.

Weekly planning: This contains elements of the overall learning objectives for the unit of work which have been broken down into steps appropriate for the age and stage of the pupils. This planning also contains details about risk assessment and how the needs of all pupils, including those with special educational needs are met. They refer to IEPs where appropriate.

## **Curriculum Provision**

Planning takes into account that the school places a high emphasis on the development of pupils' skills of scientific enquiry (Sc1). In the substantial majority of lessons the skills for Sc1 are taught alongside the knowledge and understanding in life processes and living things (Sc2), materials and their properties (Sc3) and physical processes (Sc4). In this way there is an equivalent emphasis on Sc1 as there is on Sc2/3/4 together.

## **The contribution of science to other aspects of the curriculum**

The teaching of literacy, numeracy and ICT is promoted strongly in Science as part of this school's drive to raise standards in English and Mathematics. Science is used to extend and enable the pupils to practise the skills of language and literacy and numeracy.

### **Literacy**

In the Junior School the pupils are encouraged to develop their skills of writing to record their planning, what they observe and what they found out. In science, they should be applying their literacy skills at levels similar to those which they are using in their English work.

### **Numeracy**

Pupils are expected to use their knowledge and understanding of measurement and data handling at appropriate levels. In science, they should be applying their numeracy skills at levels similar to those which they are using in their maths work.

### **Information and communications technology**

The pupils' ICT skills are applied as identified in the medium term planning. This involves the pupils using ICT to: locate and research information (CD ROM,



internet), record findings (using text, data and tables), log changes to the environment over time (sensing equipment), gain confidence in using calculators, VCR, Video Camera, digital camera, and tape-recorder as well as the computer. The use of this equipment is indicated in medium term planning.

### **Spiritual development**

Spiritual development is encouraged through reminding pupils of the wonder of science and the effect of scientific discoveries on the modern world. Topical scientific issues are also discussed as appropriate.

### **Personal, social and health education**

Health Education is taught as part of the units on ourselves, health and growing, teeth and eating, moving and growing, keeping healthy and life cycles. Sex Education is taught as part of the unit of work on Life Cycles (QCA 5E) in Year 5, after consultation with parents.

### **Homework**

Some of the Ginn material is identified in medium term planning as homework activities for pupils at Key Stage 2.

### **Extra curricular activities**

Medium term planning identifies the fieldwork, visits to places of scientific interest and visitors to support the learning objectives for units of work where relevant. Teachers should plan to undertake those which are incorporated into this planning. In addition, other possible out of school opportunities are listed and teachers may choose to incorporate these as well. This must be discussed with the subject co-ordinator before firm plans are made.

The above policy should be read in conjunction with the following which are available on the school website or via the Junior School Office:

- a. Teaching and Learning Policy
- b. Special Needs Policy
- c. PSHE Programme
- d. Homework Policy