



What does the Learning Journey for Science look like?

If you were to walk into a Science lesson at East Preston Infant School, you would see:

- ✓ All children have access to Outdoor classrooms where science activities would be based.
- ✓ Alongside this all year groups have Forest and Beach School sessions across the year.
- ✓ STEAM week in the Spring term provides a range of science experiences to inspire and excite.
- ✓ School Grounds sessions allow children to have hands-on experience of science across the year.
- ✓ Cross curricular links enable children to embed scientific concepts and language within other subjects e.g. using knowledge of bacteria in PSHE/RSE content of 'How to be healthy'.
- ✓ In EYFS classrooms children will be using a range of resources in order to explore science concepts practically, develop vocabulary and encourage curiosity about the world around them. This may look like children accessing classroom investigation stations where mini science activities would be based e.g. using magnifying glasses to investigate seasonal objects and match to vocabulary; using our school grounds and wider locations to explore science around us; learning time with an adult to deepen our science understanding in a smaller group e.g. drawing bean growth and labelling our plant.
- ✓ In a Year 1 classroom children will be building upon their science understanding established in Reception. Each class has an investigation station where children continue to develop their natural curiosity around the science concepts being covered. They will be making relevant observations and be able to link these to prior sessions e.g. noticing that the tree was losing its leaves due to seasonal changes. Children's enquiry skills will be developed through class discussions, where natural questions are formed, into tests for them to carry out. Through group and individual activities, children will be testing and recording their key questions e.g. testing roofing materials in order to see which was the best at keeping the three little pigs house waterproof.
- ✓ In a Year 2 classroom children will be using science skills with greater independence and confidence. Investigations will include asking questions, observing closely and performing simple tests. Children will develop skills when using simple scientific measures when completing a test e.g. rulers, timers. Children will be able to discuss results and consider the outcome of their test using increasing levels of scientific vocabulary.

What happens if my child struggles and finds it hard?:

- ✓ You might see children accessing learning in a bespoke way – working with an adult / at a table during carpet input times, pre-teaching ('sneaky peeks'), visual prompts, additional concrete resources, extra explanation of new vocabulary, using a learning environment suited to the child's needs such as Outdoor classrooms and the school site.
- ✓ Adaptations are evidenced through weekly planning documents showing how children's learning has been scaffolded to support their level of understanding.
- ✓ Teachers have an excellent knowledge of individual children and are adept at meeting their needs through appropriate provision.

What if my child is showing secure understanding, how are they challenged?:

- ✓ Targeted questions to develop application of science concepts covered e.g. experiment outcomes / real-life science questions and reasoning.
- ✓ Broaden and extend vocabulary and measuring equipment.
- ✓ Embedding knowledge by explaining a concept to another child using appropriate vocabulary.



- ✓ Applying science skills independently to follow their own line of enquiry.

What learners at East Preston Infants say about Science:

We went on a tree hunt!



I sorted the materials into groups.



We found some crabs in the sand!



Successes in 2023-2024:

- Learning outside the classroom opportunities enabled children to access science in a hands-on way through Forest school, Beach school, visiting groups, investigation stations and continuous provision.
- Website resources used to build in mini science experiences.
- Re-accreditation of Silver level, Learning Outside of the Classroom award.

Focus for 2024-2025:

- Extend and widen children's use of subject specific scientific vocabulary.
- Review the assessment of science to support teacher assessment.