

# Science

## Our learning values

Working Together	Curiosity	Making Connections	The Bigger Picture	Keeping Going
I like to work together with other people in school as well as the local community. This allows me to share my ideas and helps me to learn.	I just love asking questions to find out about things. I like to investigate, create and explore to find the answers.	I enjoy making connections with my learning. I like to see how everything fits together. I love linking learning from different areas together, it helps me to understand what I am doing.	I see the bigger picture. I plan ahead so I am clear about what I need to learn. I look back at what I've done so I know what to do next. It is important to me that I do my very best.	I keep on going. It doesn't matter how hard I find something. When things get tough I use my perseverance to stick at a task and try my best. By doing this I discover that learning becomes easier than I thought.
<b>Working scientifically: Observing over time</b> is effective in allowing children to ask questions and develop a natural curiosity about the world around them.	<b>Working scientifically: Pattern seeking enquiries</b> allow children to try to answer 'big questions' by identifying <b>patterns</b> in the measurements and observations they record.	<b>Working scientifically: Identifying, classifying and grouping</b> allows children to use scientific language from a young age to make sense of the world around them.	<b>Working scientifically: Comparative and fair testing</b> allows children to make predictions and ask questions which they can then explore through cause and effect or comparison.	<b>Working scientifically: Research</b> allows answers to bigger questions and use what scientists already know to help children understand the world around them.

We aim to develop the natural **curiosity** of our children through scientific enquiry. Testing allows children to do this through asking questions and concluding answers whilst developing an understanding of how to present findings. **Working together** children have the opportunity to collect, analyse and present data by articulating clearly with scientific language. Within the EYFS children will use vocabulary to discuss findings, then as children move through the school they will have the opportunity to develop skills in presenting data in more formal scientific ways such as Venn diagrams, charts, labelled diagrams and graphs.

Through our science curriculum, we encourage respect for living organisms and the environment we live in, working within our local community to develop a knowledge and understanding of the world around them.

At Shute children build on their previous scientific learning, enabling them to **make connections** from previous science topics and build on the skills required to see the **bigger picture**. This we hope will inspire them to become scientists, embedding the skills needed to cover the primary content for chemistry, physics and biology.