

# Netherfield Infant and Nursery School

## Science

### Aims

- To use enquiry based teaching to promote the development of scientific concepts, skills, facts and logical conclusions.
- To encourage the natural curiosity of children through a range of domestic and environmental contexts that are familiar and of interest to them.
- To build on existing scientific knowledge and understanding.
- To encourage children to be aware of health and safety issues.
- To enable children to present scientific information in a variety of ways.
- To nurture children's ability to think logically.

### Objectives

- \*To provide a range and variety of activities which will enable the children to develop their cognitive skills i.e. to observe closely, to think critically, to reason systematically, to assess and make judgements.
- \*To use the same sequence of questions in investigative work throughout the school.
- \*For children to be able to plan and carry out an investigation, with support given as necessary, and to reach a simple conclusion.
- \*To encourage children to use their previous learning and apply it to the present investigation.
- \*To encourage children to recall their past experiences and relate them to their present investigation.

- \*To foster cross curricular links and the development of literacy and mathematical skills through scientific enquiry.
- \*To be given an opportunity to learn in their preferred style and within different groupings.
- \*To be given the opportunity to reflect on their learning at the end of each setting.
- \*To ensure that appropriate resources are easily accessible.
- \*To carry out termly assessment of a scientific investigation and use it to inform future planning.
- \*To encourage children to use simple scientific language to communicate ideas and describe things.
- \* To develop an awareness of the correct use of drugs and medicine and possible consequences of misuse.
- \*To use a range of sources of information and data, including ICT based sources.
- \*To record findings in a variety of ways:  
Teacher recording, Photographs, Diagrams, Tables
- \*Writing in different formats
- \* Observational drawing

### **Scheme of work**

Science at Netherfield Infant School is taught through half-termly topics relating to life processes and living things, materials and their properties and physical processes. Planning is a collaborative process, between Key Stage 1 teachers, with the science co-ordinator taking the ultimate responsibility to ensure curriculum coverage.

### **Planning Investigations**

- What are we going to investigate?

- How might we find out about it?
- What might happen?
- How can we make the test fair?
- What will we need?

### **Considering evidence and evaluation**

- \* What happened?
- \* Why do you think it happened?
- \* Was your prediction right?
- \* Could we have done it any other way?

### **Subject specific vocabulary for investigations**

- |               |           |
|---------------|-----------|
| • Predict     | • Outcome |
| • Observe     | • Result  |
| • Investigate | • Label   |
| • Experiment  | • Table   |
| • Fair test   | • Graph   |
| • Unfair      | • Compare |

## Science Big Books

- Seasons (Discovery
- Discovery World *flip*  
chart
- Flip chart Atlas
- What's Underneath
- *Whatever the Weather*  
(Video)
- The Drop Goes Plop
- Seasons
- Science Dictionary
- Cora( Reef
- Day and Night  
Animals
- Insect Body Parts
- Where the Forest  
Sea
- Minibeast
- My Bean Diary
- My Body
- Sunflower
- My Five Senses

### Materials

#### EatWell

#### Posters

- Electricity Circuits
- Buildings and Materials
- Health and Safety
- Water Cycle
- Scientific Enquiry
- Floating and Sinking
- Forces
- Environmental  
Restoration
- Light
- Our House Picture

### Video

- Cat's Eyes 10 min programme x 5 on sound, light and electricity.