

At Pickhurst, through recognition of the need to prepare our children for their futures and the world of work, our curriculum is broad, balanced and inclusive. It has defined end points with a clear sequence and progression, with children attaining the crucial knowledge and skills they need by the time they leave our school.		
Intent Statements	Aims	
Statement 1: <u>To foster effective learning behaviours (Pickhurst Core Values).</u> To develop the behaviours that learners need to succeed in the world such as: pride, respect, confidence, kindness and inquisitiveness.	<i>To be proud</i>	Completing an investigation/experiment that they have set up themselves and achieved a clear set of results that reflect upon the posed question. Taking care of their presentation when constructing an investigation/experiment.
	<i>To be inquisitive</i>	Thinking of a variety of questions to investigate. Choosing the appropriate enquiry type to answer a chosen question: observing over time, identifying and classifying, pattern seeking, research and comparative and fair testing. Making dens and participating in group activities at Forest School.
	<i>To be confident</i>	Predicting and evaluating an investigation/experiment without peer support. Using equipment and resources confidently to conduct an investigation.
	<i>To be kind</i>	Helping each other and working collaboratively as well as independently.¹ Taking on a range of roles within a group and working respectfully with each other.
	<i>To be healthy</i>	Using the Science equipment requires safe and sensible working. Safety precautions are made aware and children follow these sensibly. Ensuring their area is clear before conducting any investigation or experiment.
	<i>To be understanding</i>	Understanding that their peers' predictions may vary from their own and that this is okay and not incorrect. Understanding that Science experiments and testing does not always go to plan. Science discoveries are often made by accident!
	<i>To be respectful</i>	Being respectful of their peers' predictions which may vary from their own and that this is okay and not incorrect.

		Using equipment and resources respectfully to conduct an investigation. Being respectful of the Forest School, as well as the creatures and species of plants that live within it. A greater understanding of the environment, other habitats and wildlife.
	<i>To be successful</i>	Carrying out multiple tests to ensure that the results are accurate and fair.
	<i>To be trustworthy</i>	Sensibly using equipment, ensuring that it is treated in the correct manner.
Statement 2: <u>To nurture our children's learning journey.</u> To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. Layering knowledge across subjects so that it becomes embedded and children can flourish, reach and exceed their potential academically, physically, emotionally and artistically.	● Subject specific knowledge and skills, built around objectives within the National Curriculum, identified within Knowledge Organisers. The skills are built upon which activates prior learning. ● Rationale for the way in which Science has been organised to best layer knowledge and concepts within and across year groups. ● Science has been used to allow for meaningful links to be made across other subject areas. ● 'Sticky learning' (prior learning and key concepts) is addressed at the start of each unit and lesson. The children are encouraged to recall and retrieve prior learning to support with their new knowledge & skills Scientific Enquiry To ensure our Science curriculum enables pupils to become enquiry based learners. We understand that lessons should have a skills-based focus and that the knowledge can be taught through this.	