

Science Action Plan

School: Kilby Primary School

Date: 2024 -2025

Issue: The focus this year is to add the scientific skills to the skills and progression document e.g. comparative and fair testing, research, observation over time, pattern seeking, identifying, grouping and classifying, and problem solving.

Overall objective: To raise the standards of teaching and learning of science from Reception through to year 6

Personnel with overall responsibility: Sally Connell (Science coordinator)

Objectives Action	Personnel	Timescale	Outcome	Impact
To collaborate with the key stage 1 lead to how the science curriculum continues to fit into the early years.	Science lead	Termly	<p>The skills are taught at appropriate levels for the children so that learning is highly stimulating and engaging.</p> <p>The teaching is relevant to the children, and they understand the value of the skills being taught.</p> <p>The teaching and learning shows progression from early years through to year 6.</p>	Teachers are better equipped with the starting points and prior knowledge learnt from early years through to year 6.
To add the scientific skills to the skills and progressions document from Reception to Year 6 using the curriculum planning and progression data from the scheme (Planbee).	All staff	Summer Term	<p>To be achieved through a spiral curriculum.</p> <p>To include questioning for retrieval practice of the scientific skills learned.</p>	Children continue to make good progress, building on from prior knowledge and depth of understanding alongside the scientific skills taught.
Termly monitoring activity to ensure high quality science teaching and learning and progress towards action plan objectives.	SC	Termly	<p>The books reflect the quality of teaching in class and are of a high quality in terms of presentation, learning and assessment.</p> <p>Ensure that SEND children access work at the correct level of development with high expectations for their learning.</p>	Children make good progress in science from their starting points, even when disadvantaged by other factors.