



Mill Hill Community Primary School  
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019 - 2020

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|-------------------------|-------------|
| CURRICULUM AREA         | Science     |
| CURRICULUM CO-ORDINATOR | Sian Harvey |
| DATE OF REVIEW          | July 2020   |

| FOCUSING   | DEVELOPING   | ESTABLISHING  | ENHANCING  |
|--|--|---|--|
| At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done. | At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects. | At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards. | At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident. |

| Monitoring activities 2019-2020?   |   |
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| What monitoring has taken place in FS/KS1/KS2?<br>➤ Planning review<br>➤ Book scrutiny<br>➤ Data analysis<br>➤ Pupil interviews<br>➤ Lesson Dips   | Who has been involved in monitoring?<br>➤ Class Teachers<br>➤ SLT<br>➤ Subject Leader   |
| What are the main strengths in this curriculum area?   |   |
| FS/ KS1 <ul style="list-style-type: none"> <li>All children engaged with Science and they enjoy the investigations planned by the staff.</li> <li>STEM Day</li> <li>Children have enjoyed the science and the investigations that have been taught.</li> <li>Children are able to use more apparatus and equipment to further their learning.</li> <li>Many children doing outdoor learning related to science and the world around them.</li> <li>Clear progression as to where the children have come from and are heading towards.</li> </ul> | KS2 <ul style="list-style-type: none"> <li>All children engaged with Science and they enjoy the investigations planned by the staff.</li> <li>STEM Day</li> <li>Year 5 Energy Challenge was a success. Children made to think scientifically as well as practically.</li> <li>Year groups successfully researched and wrote biographies for famous scientists</li> <li>Book Scrutiny shows good evidence of science and progression.</li> <li>Pupils have used their investigation skills well to think about predictions and hypothesis.</li> <li>Pupils write ups are sequential and laid out in an appropriate manner.</li> <li>Use of Scientific vocabulary has progressed and children are now using stage appropriate language more consistently</li> </ul> |
| What are the areas for development in this curriculum area?  |   |
| FS/ KS1 <ul style="list-style-type: none"> <li>End of unit assessments to be used to inform the teachers of progress. This needs to be done on a consistent basis.</li> <li>Ensure that scientific vocabulary is used and explained thoroughly so children are able to use this language.</li> </ul>   | KS2 <ul style="list-style-type: none"> <li>End of unit assessments to be used to inform the teachers of progress. This needs to be done on a consistent basis. Ensure that higher achievers are challenged more thoroughly through use of question to show they are extended during learning.</li> </ul>  |
| How is pupil progress and attainment evaluated?  |   |



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| <p>FS/ KS1</p> <ul style="list-style-type: none"> <li>• Teacher assessment sheets and marking</li> <li>• Book scrutiny</li> <li>• End of unit assessments</li> <li>• Verbal feedback given by teachers and TAs</li> </ul>  | <p>KS2</p> <ul style="list-style-type: none"> <li>• Teacher assessment sheets and marking</li> <li>• Book scrutiny with cluster</li> <li>• End of unit assessments</li> <li>• Verbal feedback given by teachers and TAs</li> <li>• Peer assessment</li> <li>• Self-assessment</li> </ul> |
| <p>Progress of Pupil Premium Pupils in this curriculum area 2019 – 2020</p>  |  |
| <p>FS/ KS1/ KS2</p> <ul style="list-style-type: none"> <li>• No official data due to Covid 19 shut down</li> </ul>   |  |
| <p>What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)</p>  |  |
| <ul style="list-style-type: none"> <li>• Assessments at the end of units must be carried out consistently by all year groups to inform teachers about pupils learning and progress.</li> <li>• Continue to monitor PPG pupils through use of VF in books and have guided write ups for those who need the support.</li> <li>• Ensure the level of challenge is appropriate for all pupils and that top learners are sufficiently tested.</li> </ul>  |  |
| <p>What are pupil attitudes to this curriculum area?</p>   |  |
| <p>FS</p> <p>We have learned more about what is around us.<br/>We have done sinking and floating outside and it was really fun<br/>The teachers always ask us if we have washed our hands. They know when we haven't!<br/>The teachers show us how to do things.</p>   |  |
| <p>KS1</p> <p>I like to use different things (apparatus) to investigate.<br/>I really enjoyed growing plants and knowing how a seed turns in to a plant.<br/>I have made tables in my science learning.<br/>I love to do things in science where I am touching things.<br/>To know more words that help me in my science lessons.</p>  |  |
| <p>KS2</p> <p>Its excellent all the investigation we get to do. The virtual reality under the sea was amazing!!<br/>When we were looking at evolution it was really interesting to see how we transformed into humans.<br/>We looked at the digestive system. It was disgusting but really fun!<br/>Did you know that it would take a Jumbo Jet about 19 years to get to the sun if you could get that close.<br/>Teachers are really good at explaining how to do the write ups. They break it down and show vocabulary on the boards.<br/>The different units we do are really cool. I like them all as we are always doing fun learning.<br/>I would like to be more involved in some of the experiments we do.</p> |  |
| <p>How does this curriculum area contribute to the teaching of English and Mathematics?</p>  |  |
| <p>ENGLISH</p> <ul style="list-style-type: none"> <li>• Scientist Biographies done by every year group</li> <li>• Reading skills help pupils to understand what has been written</li> <li>• Use of oral presentation skills</li> <li>• Detailed write-ups improve writing stamina</li> <li>• Presentational improvements</li> <li>• Use of scientific vocabulary can be transferred into other writing</li> </ul>  | <p>MATHS</p> <ul style="list-style-type: none"> <li>• Use of tables and graphs evident in learning</li> <li>• Weighing and measuring</li> <li>• Using tools such as protractors, compasses and counter balances</li> <li>• Making estimations</li> </ul>                                 |
| <p>What are the key resources?</p>   |  |



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- Correct apparatus for investigations
- Having scientific vocabulary displayed, especially for write-ups
- Well planned lessons that excite, engage and challenge learners
- Assessments that are available to all staff in the science cupboards

Curriculum intention: What are the objectives of your curriculum area?

- To develop inquisitive minds and prepare and equip children with knowledge, thirst and fascination for their future learning.
- To stimulate and excite pupil's curiosities about the world around them.
- To develop scientific understanding through practical activity and encourage critical and creative thought.
- To allow pupils to work in groups to carry out investigations, so they are constantly developing their co-operation and communication skills, which is key to working effectively as part of a team.
- To expose pupils to different ways of investigating and give them the chance to develop their skills at predicting likely outcomes. Making predictions is a key skill used across the curriculum as it teaches children that making a mistake, or not getting something quite right is a natural part of learning.
- To learn and use scientific vocabulary in the correct context.

Curriculum intent and implementation: How is your curriculum area sequenced, structured, designed and implemented?

- Clear progression with steps to success has been outlined and delivered to each year group so they are aware of how to implement science and the outcomes.
- Science timetabled each week for the whole school
- Assessments are carried out at the end of each unit to give the teachers a clearer idea as to the progress of the children's learning.
- There are many cross curricular links in science learning that are varied.

How does the school vision and values impact your subject intent and implementation?

- Going for Green – Attendance, attitude, achievement.

How does your curriculum reflect the British Values and SMSC?

- Individual liberty – children are encouraged to make their own right choices and explore different scenarios independently within their science learning.
- Mutual respect – scientist come up with different predictions through experimentation. Children too are encouraged to use their knowledge any predict/hypothesise what they think may happen whilst being respectful of others thought/beliefs/ideas.
- Democracy – Children do much group work in science through investigations. As such they must share roles and make sure it is done in a fair and sensible way.
- Rule of law – Children must observe success criteria as laid out by the teacher and understand that these are the building blocks to creating a successful investigation.
- SMSC: Social – working together. The children work and develop social skills in groups using teamwork.  
Moral – Children behave in a way that upholds the Mill Hill ethos.  
Spiritual – Awe and wonder – watching children discover the reality of things around them  
Cultural – ensuring that everyone is treated fairly and equally whilst carrying out investigations.

Which areas of your Curriculum Action Plan require focus in the next academic year?

- To increase the amount of PPG pupils at least on track at Year end to 100% in each year group.
- To ensure Science teaching at Mill Hill is at least good or better

What CPD has been attended?

- Network cluster meetings attended by SH.

What has been the impact of the CPD?

- The knowledge that books are of a high standard and that our skills planning shows clear progression