

Curriculum Statement:

‘The important thing is to never stop questioning’ Albert Einstein

The Greenvale Offer:

National Curriculum:

Pupils learn the knowledge and skills required of them to be academically successful, building upon their individual starting points.

Inclusion / Diversity:

At Greenvale we strive to ensure that every member of our school has equal access to our curriculum. Where necessary, activities are adapted to meet these needs so that all are able to succeed in what they do.

Greenvale champions diversity, ensuring that our curriculum is reflective of our community.

Values:

Pupils are able to apply our six school values to all aspects of our curriculum. These values form the foundation of our learning at Greenvale.

Our school values consist of: *Respect, Kindness, Co-operation, Responsibility, Resilience and Courage.*

Community:

We are a hub of our local community and seek opportunities to enhance our offer where possible.

This includes links to our Forest School, The ARC Centre, places within our local community as well as the use of visits / visitors to broaden and develop opportunities and experiences for our children.



<p style="text-align: center;">Intent (What do we want our children to know and be able to do?)</p>	<p style="text-align: center;">Implementation (What will it look like in the classroom?)</p>	<p style="text-align: center;">Impact (How will this be measured?)</p>
<ul style="list-style-type: none"> • Our intent is to encourage children to develop a sense of excitement for Science, a curiosity about our universe and to consider how and why living and non-living things are as they are. • Children will acquire and develop the key knowledge across each year group, as well as developing the application of scientific skills, thinking, reasoning and will learn a wealth of Scientific vocabulary. 	<ul style="list-style-type: none"> • Years 1-6 all follow the IPC and supplement as necessary to ensure all NC objectives are covered. • Key vocabulary is emphasised and displayed on the topic display. • All units of work begin with a 'knowledge harvest' to assess pupils prior learning or knowledge. This is referred back to and completed/added to. • Progress with key Science skills is tracked for each pupil at intervals throughout each milepost. • Understanding is assessed at minimum once per Science-based topic through tasks such as flash stories, comic strips, poster design etc. • Lessons are a mixture of practical and theory based learning. There is an expectation of Science work being evidenced in IPC books. • Knowledge is applied in low stakes quiz designed to improve retrieval of facts and info. 	<ul style="list-style-type: none"> • End of unit and end of year expectations are clear. • All year groups' books have evidence of Science work. • Key vocabulary is taught and reinforced. • All pupils have their progress in selected key Science Skills tracked across a milepost. • Pupils talk with enthusiasm about practical Science experiences particularly ARC, Forest School and Gardening. • Pupils demonstrate and consolidate knowledge through low stakes quizzing.



