



<p><b>What will you see in Science lessons?</b></p> <p>In EYFS, children are beginning their scientific understanding during their Understanding the World strand. Here, they will begin to develop their vocabulary by naming different objects and living things. They will also begin to make simple observations; these skills are a starting point for more detailed observations as they progress.</p> <p>There will be a variety of topics in science lessons. Children are able to take part in scientific enquiries. They are able to use hands-on learning to explore topics such as looking at properties of materials. They can be seen to predict what they are going to find and are able to evaluate afterwards to see if they are correct.</p> <p>Children are also able to hone their observation skills and relate the knowledge they are finding out to real-life examples, such as how the idea of using a pulley system to lift a bottle of milk can help cranes to lift heavy items.</p>	<p><b>Primary SCIENCE</b></p>	<p><b>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</b></p> <p>EYFS will frequently relate their learning to the outside world and continue to make connections between their general observations and their learning.</p> <p>Children have many opportunities throughout the school year to experience science beyond the curriculum. With events such as viewing space using VR headsets, to watching chicks hatch in school and being able to handle them.</p> <p>During British Science Week, we look closely at the theme, whether it is 'connections' or 'growth' and see how this has influenced science and the lives of people.</p>
<p><b>What formative / summative assessment will you see in Science?</b></p> <p>Formative assessment happens in each lesson, carried out in a variety of ways. There are many opportunities for pupils to share their understanding with peers and teachers; here they practise using scientific vocabulary accurately. Pupils are regularly asked to explain 'why' to further their knowledge and make links within science.</p>	<p><b>What will you see in pupils' Science books?</b></p> <p>In KS1, evidence of practical activities in the form of pictures will be included which show pupils exploring different topics and carrying out investigations. Children also record their findings from investigations in tables.</p> <p>In KS2, pupils use a variety of methods to record their findings, whether it is in the form of a table, a graph or written answers for their methods and conclusions.</p> <p><b>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</b></p> <p>In EYFS, misconceptions can be overgeneralised, for example, calling all four-legged animals, 'dog'. It can also be thinking that every plant is a flower.</p> <p>In KS1, misconceptions can be that trees are not plants. There are also inaccuracies when classifying animals, such as believing that all ocean creatures are 'fish'.</p> <p>In KS2, common misconceptions are that mass is the same as gravity, and the vocabulary is used incorrectly. Other scientific misconceptions are that objects float because items are lighter than water or they sink because the objects are heavier than water.</p>	<p><b>Data from the last twelve months reveals particular strengths in:</b></p> <ul style="list-style-type: none"> <li>- Changes in humans as they grow</li> <li>- Electricity and circuits</li> </ul> <p><b>Data from the last twelve months reveals a current focus must be on:</b></p> <ul style="list-style-type: none"> <li>- Living in habitats, simple food chains</li> <li>- Skeletons, health and movement.</li> </ul>