



The River View curriculum for science acknowledges that learners are likely to have difficulties making generalisations which they can apply and link appropriately to future learning. These difficulties may act as barriers in applying what they have learned in order to make the necessary connections when studying science. The learners may need support to remember previous experiences and link them to make sense out of a new one. The intent of the curriculum is to build on what the learners have experienced in the past and use this to support the learners to make connections and link future learning to these experiences.

When teaching Science planning is adapted to suit the needs of all children no matter what their needs with a focus on Quality First Teaching. Teaching is personalised and targeted including tasks, questioning and intervention in the lesson where needed. We use pre-teaching of vocabulary to help the children know and remember more, and provide guided scaffolds to ensure all children are accessing the curriculum knowledge needed for their year group. Sentence prompts are used to encourage children to explain why or they are given options where they can choose the language or answer that is appropriate. Children are aided with access to pre-drawn and partly filled in tables and graphs where appropriate to reduce the amount that some children need to record. We also utilise technology to make elements of science easier to record. The use of images to record an experiment instead of the written formal method for each practical element to focus on the learning intention.

We aim to ensure our learners have access to the River View curriculum that;

- Supports them to develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- Enables learners to join in practical activities that link to ideas and concepts taught
- Encourages learners to use their senses to explore and investigate
- Develop learners' understanding of cause and effect.
- Supports them to link and apply scientific knowledge and understanding to everyday life, for example, to their own health or in the use of materials for functional purpose.

To achieve these aims we recognise that the themed topic that delivers science;

- must engage the learners,
- should contain learning experiences that are concrete and not abstract,
- should relate to the learners' environment
- must allow time for revision and repetition of learning experiences
- should emphasise the scientific links between different parts of the topic