



Federation Science Action Plan

Intent Statement

We want our children at East Somerset Federation to acquire knowledge, skills, concepts and positive attitudes whilst deepening their understanding across all scientific disciplines. We will use the National Curriculum to support teaching and learning and will provide opportunities for whole school investigations enabling children to apply skills and knowledge.

Working scientifically will be embedded and children will develop an intrinsic desire to question the way the world around them works. They will develop the necessary skills to investigate and apply this knowledge beyond the scientific classroom.

Children will build upon prior knowledge as they progress through the school and will be eager to share their learning using scientific terminology and vocabulary.

Success Criteria by Summer 2025

- The Science Curriculum will be embedded for each school and this will be evident in books, from drop ins and from talking with children.
- Progression in Working Scientifically will be embedded and this will be evidenced in books, through drop ins and from talking with children.
- End of unit assessments will demonstrate knowledge acquired and this will be evident from book looks, drop ins and from talking to children.
- Summative assessment will monitor children who are 'on track.' 'not on track.'
- Science and STEM enrichment afternoons planned within school and linked with the ENTHUSE partnership



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Rationale: 2024 data					
	BPS	National 2024			
Year 2					
Year 6					
Actions	Date	Who	Resources	Intended Impact	Monitoring
Pupil voice to ascertain views on Science and knowledge/skills acquired.	Autumn 2 Spring 2 Summer 2	Sarah Akhurst	Time	Use pupil voice to see how the love of Science develops throughout the year and provide focus on ways to improve the subject from a learner viewpoint	
Knowledge and Skills document to be embedded with evidence of skills being taught and developed.	Ongoing	All staff		All children will receive a progressive diet of knowledge and skills in science, covering all disciplines.	
For staff to carry out an elicitation at the start of every unit to	Termly	All teaching staff		For progress to be evident within every discrete unit - showing learners starting point in each topic	



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ensure knowledge and is progressive. Summative assessment will document 'on track/not on track' for discrete knowledge and WS				Using STEM templates, both knowledge and skills will be summatively assessed and next steps planned.	
Science resources to be enhanced and audited	Autumn 2	Sarah Akhurst	Time	To enable teachers to teach the curriculum using appropriate scientific resources.	
Carry out termly differentiated whole school investigations with a focus on WS and moderate work looking at a progression in skills and knowledge.	Termly	All staff	Range of resources	Children to have ownership of their investigation leading to an increased confidence in working scientifically. Working scientifically skills to be developed and having a focus on prediction, developing methods or recording results	
Book looks completed and lesson drop ins carried out with feedback.	Termly	Sarah Akhurst	Time	Science lead to have a greater awareness of what is happening in the classroom and to feedback to CT resulting in a positive cycle of improvement.	



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All staff to embrace science week with an assembly to share knowledge, skills and findings. Aim towards Crest Award using link through British Science Week	Spring 2	All staff		For skills and progression throughout the school to be celebrated and embraced.	
Apply for grants (Kick Start) to help with the delivering of the curriculum and buy resources to enhance learning experience				More funding to be provided to either bring external companies with expertise to support children's learning, or to buy new resources	
Enhance learning by the use of STEM ambassadors within each KS2 class	Termly	Staff to set up adverts		A range of expertise in a range of different careers to come in and talk to the children to help develop a love and curiosity into the topics.	