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| Strengths | Areas to Develop | Priorities for Development | CPD/ Resources |
| Development of substantive knowledge through thematic approach for our Learning Challenge Curriculum. Knowledge Organisers in Autumn 2 (everyday materials and their properties), Summer 1 (Animals, including humans & living things & their habitats) and Summer 2 (plants).  Forest School allows continued development of working scientifically ie. observing and recording seasonal change. Weekly science lessons in Forest School ensure that the children are learning the substantive knowledge needed for KS1 whilst being able to work practically and scientifically to develop their disciplinary knowledge. Y1 and Y2 are using the ‘Discovery Dog’ template to focus on their gathering and recording data to answer questions.  We use the Developing Experts learning portal across the school and children are also able to access the learning at home.  Last year we had a pupil whose entry for ‘If you were an engineer what would you do?’ came first out of 50,000 entries! | Stronger links with the community- working with local schools/ outreach to create more opportunities for pupils.  Ensure triangulation of three Is through impact review. | Science vocabulary ‘Rocket words’ to be displayed in all classrooms.  Ensure MTP includes opportunities for regular retrieval and opportunities for asking scientific questions linked to disciplinary knowledge ie. What equipment would you need to observe and describe how seeds and bulbs grow into mature plants?  **Impact review cycle 2022-23**   * Embed vocabulary associated with both substantive and disciplinary knowledge. Children are very confident and happy to talk about science but have needed reminders about the appropriate scientific vocabulary. | Subject lead to attend termly network meetings as often as possible provided by Learn Sheffield.  Observe science across the school and ensure all staff are supported and resourced where necessary to deliver a high quality science curriculum. |