Key Priority	To deliver a science curriculum which provides pupils with quality learning experiences and opportunities to work scientifically by ensuring that children develop a secure understanding of knowledge, build on and use technical vocabulary and there is consistency through the structure of lessons, so that all pupils apply their knowledge and skills with increasing fluency and independence to achieve age-related outcomes across the curriculum.	Monitoring documents to support evaluation and share with Governors
Individual Strands within the priority area	1.1 Ensure the structure of lessons supports the teaching of science and children are being given the opportunity to work scientifically.	• **Curriculum Overviews**
	1.2 Ensure the science curriculum is reviewed to ensure key objectives, key vocabulary is developed throughout the school.	• **Subject Monitoring files**
	1.3 To provide reading opportunities to develop a rich and varied vocabulary by including a range of texts that are suitable for the topic.	• **School Improvement Plan (SIP)** • **Subject Reports/Link Gov reports**
	1.4 Ensure that teachers explicitly teach new vocabulary and its meaning, creating opportunities for repeated engagement and use over time.	*Colour Code:* *Autumn Actions* *Spring Actions* *Summer Actions*

Ensure the structure of lessons supports the teaching of science and children are being given the opportunity to work scientifically.

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.1	Adapt the school's lesson structure to enable the best lesson design in science.	GD	Curr. Lead	Subject leader discussions	Subject leader time for meeting. Directed Time	Develop a lesson structure for teachers to follow when planning.
						Lesson structure to be checked by EB.
						Lesson structure to include vocabulary and reading opportunities.
	Monitor the use of lesson structure.	GD	Curr. Lead	Teachers using lesson structure.	Subject Leader Time Directed Time	Is the lesson structure working?
						Consult with Curr Lead and make amendments as necessary.
						Discussion with teachers.
	Monitor the quality of teaching and high standard of work in science.	GD	Curr. Lead	Book look/pupil voice/ planning check.	Subject Leader Time Directed Time	Subject webpages are up to date.
						Termly meetings are had with the subject lead to discuss developments within science.
						Begin to track progress in science for all pupils, especially at the end of each phase

1.2 Ensure the science curriculum is reviewed to ensure key objectives and key vocabulary are developed throughout the school.

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.2	Ensure that planning includes key vocabulary	GD	Curr. lead	Monitor planning/ book look.	Staff Meeting time/Directed time.	Key objectives are developed from the national curriculum for science
						The science overviews and Knowledge Organisers are reviewed to ensure that key scientific vocabulary is in line with National Curriculum.
						Planning to show that new vocabulary and its meaning are planned in and is modelled by the teacher repeatedly throughout the topic.
						Reading opportunities are provided to develop vocabulary.
	Complete progression map in Scientific Enquiry skills so these are identified for each year group.	GD	Curr. lead	Meeting with Curr Lead	Staff Meeting time/Directed time.	Working scientifically outcomes to be updated on Topic Overviews. Skills are developed from the National Curriculum.
						Planning to show that the knowledge and skills required to work scientifically are being taught and pupils are supported to apply this in practice, with opportunities for discussion and reflection. Further work on this next academic year.
						Lesson structure guides teachers on planning.
	Establish what Science in EYFS looks like and be able to discuss this as part of subject lead discussions with SLT or other school partners.	GD	Curr. lead		Directed time.	Meeting with ST.

1.3 **To promote reading by including a range of texts that are suitable for the topic.**						
No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.3	Create a bank of texts that are suitable for each key stage.	GD	Curr.Lead	Evidence of books being available to children in class.	Subject leader time.	Research/ find quality texts (fiction and non- fiction) that are suitable for each age key stage
						Include these texts on the curriculum maps and knowledge organisers
	Science school display giving opportunities for children to read.	GD	Curr.Lead	Photo of display Pupil Voice	Staff meeting time.	Display showing quotes from a diverse range of scientists.
						Share display on website.
	Where possible, teachers to use books to develop children's knowledge.	GD	Curr.Lead	Pupil Voice Book Look Planning check	Subject leader time	Suggested text to be added to Topic Overviews.
	Where possible use a book to hook children to a topic. .	GD	Curr.Lead	Pupil Voice Book Look Planning check	Subject leader time	Suggested text to be added to Topic Overviews.

Ensure that teachers explicitly teach new vocabulary and its meaning, creating opportunities for repeated engagement and use over time.						
No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.4	Adapt the school's lesson structure to enable the explicit teaching of vocabulary.	*GD*	Curr.Lead	Pupil Voice Teacher planning	Subject leader time	Identify science-specific vocabulary and add to Topic Overviews.
						Teacher Planning to include Key vocabulary
						Book Look and Pupil Voice to show children using vocabulary to explain their thinking, whether verbally or in written form.