

**Action Plan for Science 2017-2020**

**Subject Leader: Emma Rogers**

**Subject Governor: Ted Littlewood**

Development target	Action Needed	Monitoring & Team Responsible	Training and Budget	Success Criteria & time scale	Annual Review comments
<p>1. For each year group to be involved in STEAM project to create a dragon fly.</p> <p>Curriculum development - STEAM minibeast - school and Confederation</p>	<p>Year groups involved in ELP STEAM project to create a mini-beast sculpture park outside.</p> <p>To ensure the science element of STEAM is covered by the end of the year and to offer support to year groups as and when required. To work with other SL's involved and the STEAM leader to complete the project.</p>	<p>ER</p> <p>ELP schools to share ideas.</p>	<p>Buy any new resources needed for each year group's activity.</p>	<p>Year groups to teach the appropriate science objectives to give them the knowledge and understanding to be able to plan, design and create a mini-beast sculpture.</p> <p>Mini-beast sculpture park created and photos on website (Summer 2018)</p>	
<p>2. All Science medium term plans (Year 1- Year 6) to have 3 way differentiation outlined clearly, week to week.</p> <p>(Ongoing after being the main focus last year).</p>	<p>Monitor everyone's medium term plans monthly to ensure appropriate level of differentiation and speak to individual teachers, where necessary.</p> <p>Organise a book look (LA, AA and MA) after school in the Spring term to monitor progress and evidence against the planning.</p>	<p>All staff and ER and TL</p>	<p>Buy any new resources that would be useful to support.</p>	<p>All medium term plans 2017-2018 have 3 way differentiation outlined on them from week to week.</p> <p>3 way differentiation is clear in all books from Year 1 upwards.</p>	
<p>3. Each year group to plan an activity using the pond area at least once this year.</p>	<p>Staff meeting time to look at learning opportunities around the pond.</p> <p>Each year group to plan in time to undertake an activity in the pond area.</p>	<p>All staff and ER</p>	<p>Buy any new resources that would be useful to support.</p> <p>Staff meeting time.</p>	<p>By the end of summer 2018, each year group to have undertaken at least one pond activity.</p> <p>Children's interviews show enthusiasm for using the pond. Children recognise the learning opportunities and how it extended their knowledge.</p> <p>Photos show enjoyment through using the</p>	

				pond area. (Summer 2018)	
4. To show progression in working scientifically objectives across the year	<p>Medium term plans show a WS objective in every lesson.</p> <p>WS spreadsheet to be updated termly. Staff to become more confident with awarding point 3 or 4 towards the end of the year.</p>	ER	Staff meeting Subject release time – ask the children what they enjoy about science and what investigations they have been completing.	<p>Monitoring of medium term plans and subject leader/ book looks show an element of WS in every lesson.</p> <p>Monitoring of the termly progression spreadsheet shows individual children making progression in the WS objectives across the year, with the majority achieving point 3 or 4.</p>	
5. High standards of presentation & spelling in books	<p>Sharing of exemplars in staff meetings</p> <p>Regular reminders</p> <p>Book looks or learning walks</p>	<p>SL and governor learning walk or book look.</p> <p>Cross curricular spelling and presentation focus for all formal observations (LT)</p>		High standard of spelling – inc year group non-negotiables as well as subject specific vocab. Presentation of work is of a high standard including neatly labelled diagrams using a ruler for all lines.	
6. To re-introduce eco-warriors in every class.	<p>All classes to have eco-warriors.</p> <p>School council to come up with eco tips for saving energy.</p> <p>Re-introduce year groups looking at the solar panel data and sharing with the school, possibly through a display.</p> <p>Regular whole school litter picks.</p>	All staff and ER		<p>Eco-warriors to be displayed in the classrooms and to be responsible to turning off the lights and finding ways to be more eco-friendly.</p> <p>Eco posters up in the corridors with ways to be eco-friendly.</p> <p>Regular litter picks show a cleaner school community, especially in the playground.</p> <p>Eco-friendly classrooms – turning off the lights show improved electricity costs.</p>	