

Catch Up Statement for Science

5th January 2022

Prior to each unit, teachers conduct an elicitation to determine prior knowledge and identify any gaps as a result of the pandemic. For example, in Year 5 the teachers identified, through an elicitation activity, gaps in the children's knowledge of forces including magnetism, gravity and friction. As a result, the teachers adapted the forces lessons within the planned Space topic to include teaching on balanced forces (including gravity, friction, air resistance and water resistance) and magnetism which was learning missed from Year 3.

As part of good responsive teaching practice, teachers continue to use cumulative quizzes, planned questioning (cold calling and no hands up, probing etc), concept cartoons, word/picture sorts, Plicker multiple choice questions and hinge questions. We use tools such as Testbase and Explorify to support the generation of enquiry questions. Teachers use the PLAN exemplars to create rich and varied learning and assessment opportunities for the children.

Science leaders within the trust have identified the subject and core knowledge in Biology, Physics and Chemistry. They have then identified the gaps in knowledge created by the Covid lockdowns and identified the 'core of the core learning', using the Science National Curriculum, that needs to be taught to close these gaps. They have provided teachers with ideas for how this learning can be taught alongside the current curriculum including super six activities, science days, one off investigations, visitors and science week focus activities. For example, they have identified that Year 6 need to catch up the units of electricity and properties and changes of materials before the end of the academic year to ensure the primary curriculum has been covered effectively in preparation for key stage three.

As our priorities for this year are core knowledge (both disciplinary and substantive), trust leaders decided to replace the usual English non-fiction program with subject specific non-fiction to maintain curriculum breadth whilst developing pupil's reading, writing and oracy. This has supported pupil's confidence in, knowledge of and enthusiasm for science.

Teachers revisit the elicitation at the end of topics, alongside end of unit quizzes and double page spreads, to celebrate the children's knowledge and identify any specific gaps in knowledge and skills quickly and efficiently. These can then be addressed in the following term alongside the ongoing curriculum.