

Key Issue	Success Criteria	Strategies, Activities & Timescale	People Involved	Cost & Resources	Monitoring, Evaluation & Review
Children to have a wide and varied knowledge of successful scientists in both the past and modern day.	<p>Teachers to plan for Key Scientist learning on MTP document.</p> <p>Children to know and remember Key Scientists that are linked to their unit of work.</p>	<ul style="list-style-type: none"> • Minimum of 3 Scientists a year. • Teachers use new science resource books to help plan and support teaching. • When a Key Scientist has been taught, ensure they are featured in the Net the Knowledge assessment. • Use suggested Key Scientists to ensure no cross over in any year groups. 	<p>T Densley to check coverage in monitoring.</p> <p>All teachers to ensure Key Scientists are taught.</p>	<p>Monitoring Days</p> <p>Science Resource Books</p>	<p>T Densley to complete:</p> <p>Monitoring in Nov 2021</p> <p>Book looks</p> <p>Children Check-ins</p> <p>MTP checks.</p>
Children to use scientific vocabulary confidently and effectively in their spoken and written work.	<p>Teachers to plan using the Scientific Vocabulary Progression document.</p> <p>Children to know and understand vocabulary relating to different units of work.</p>	<ul style="list-style-type: none"> • Key Vocabulary for each topic to be displayed in the classroom. • Ensure knowledge of unit-specific and working scientifically vocabulary. • Children to record key vocabulary in a way appropriate to the lesson. • Key Vocabulary to be listed on the MTP. • Key Vocabulary to be embedded in all science lessons. 	<p>T Densley to check coverage in monitoring.</p> <p>All teachers to ensure Key Vocabulary are taught.</p>	<p>Monitoring Days</p> <p>Vocabulary Progression Document</p>	<p>T Densley to complete:</p> <p>Monitoring in Nov 2021</p> <p>Book looks</p> <p>Children Check-ins</p> <p>MTP checks.</p>

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<p>To develop the assessment materials used throughout school so they are effective and inform teaching.</p>	<p>Each unit of work to have a pre and post unit assessment. ‘Hot’ and ‘Cold’ tasks.</p> <p>Teachers to use assessments to inform their teaching and plug gaps.</p> <p>Teachers to inform Subject coordinator of any gaps in knowledge so this can be planned for in the LTP.</p>	<ul style="list-style-type: none"> • ‘Cold’ tasks to be given at the beginning of unit. Key message: Don’t assess the children on things you know they haven’t learnt. Try and gather understand that the children already have through an activity. • ‘Net the Knowledge’ Post unit assessments or ‘Hot Tasks’ to be used to assess learning. • Assessments to be used in every unit throughout the year to build up a picture of the child’s ability and inform end of year assessment. 	<p>T Densley to check use of assessment in monitoring. Check hot and cold tasks used and appropriateness.</p> <p>All teachers to ensure Pre and Post unit assessments are used.</p>	<p>Monitoring Days</p>	<p>T Densley to complete:</p> <p>Monitoring in Nov 2021 Book looks Children Check-ins Assessment Checks.</p>