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Main Areas of Development	Reason/Evidence
Staff to follow a planned and sequenced curriculum	**Planned and sequenced to develop children's understanding. Planned and structured lessons have a big impact on children's learning.**
Children's ability to communicate new knowledge of science.	**This demonstrates an increased knowledge of the subject taught. Children can use the correct scientific vocabulary.**
Bring science to life through experiments and an increase in practical lessons.	**Children can relate more to science and understand that there are many careers in science.**

Overall target		**Children to increase their use of correct scientific vocabulary.**							
Action to be taken		**Success Criteria and Impact on Learning and Standards.**	**Lead Person**	**Monitoring**	**Evaluation**	**Cost/ Resources**	**Milestone 1 December 2020**	**Milestone 2 April 2021**	**Milestone 3 July 2021**
i	Children to be able to talk about science using correct vocabulary.	Initial interview to show limited understanding of the years learning. This is to improve throughout the year. Children can talk about what they have learnt in science fluently and using key vocabulary acquired in lessons. Science key vocab words displayed during the topic.	SM	Pupil discussions/ interviews and book monitoring		Free Science subject time	Initial interviews completed and evaluated. Any areas of concern or good points fed back to staff.	Staff have used the initial interviews to help shape their next set of lessons.	Children can talk fluently about all areas of the curriculum delivered to them this year. They demonstrate a love of science through their answers.

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ii	Children to show an increased positive attitude toward science.	Children to show positive attitudes towards science. This will demonstrate knowledge and increased positivity will improve behaviour for learning within science.	SM	Pupil discussions/ interviews and book monitoring		Free Science subject time	Initial interviews completed and evaluated. Any areas of concern or good points fed back to staff.	Children report increased happiness and eagerness for science.	Children can talk fluently about all areas of the curriculum delivered to them this year. They demonstrate a love of science through their answers.

Overall target		**Every science topic to show a practical element of working scientifically.**							
Action to be taken		**Success Criteria and Impact on Learning and Standards.**	**Lead Person**	**Monitoring**	**Evaluation**	**Cost/ Resources**	**Milestone 1 December 2020**	**Milestone 2 April 2021**	**Milestone 3 July 2021**
i	Class teachers to identify a topic that they struggle to work scientifically/ practically in.	Staff to identify any topic that they struggle to work scientifically or use a scientific key skill in. Subject lead to help with planning and teaching of this.	SM	Book scrutiny Planning Before and after evaluation		Book scrutiny time. Team teach time (if required).	Staff to have identified any area that they require support in. Planning to start with teachers	Staff to be teaching with key skills/ working scientifically and can produce evidence for	All topics to have demonstrated working scientifically/ key science skills.

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		Through this teachers are to feel an increased confidence in teaching that element of the curriculum. Staff share good practice.					that require it.	this. Planning to be completed with increased independence.	Staff to report increased confidence in teaching that area. Staff to report back to others the successes they have had this year in working this way.
ii	Every class to demonstrate an element of working scientifically/ using a scientific key skill for each topic taught.	Every topic will have used a practical, hands on lesson. Practical lessons used to help with misconceptions. Children can talk about the lessons and what they learned from it. Can KS2 use this to make generalisations?	SM	Book scrutiny/ child interviews.		None	Topics to include at least one practical lesson.	Increase in practical lessons to help identify misconceptions.	Staff to report back to others the successes they have had this year in working this way.
	Staff to try and link a piece of fieldwork/ educational visit/ visitor to a science topic taught.	Staff will try to link a piece of fieldwork/ educational visit/ visitor for their class that is appropriate to their topic. Children can use this to talk about their learning.	SM/ ND (DHT)	Child interviews/ trips booked		Trip costs. Hopefully part funded by PTA	Potential trips to be identified	Visits/ visitors booked or to have taken place.	Visits/ visitors to have been undertaken.

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Overall target		**Staff to be following planned and sequenced document**							
Action to be taken		**Success Criteria and Impact on Learning and Standards.**	**Lead Person**	**Monitoring**	**Evaluation**	**Cost/ Resources**	**Milestone 1 December 2020**	**Milestone 2 April 2021**	**Milestone 3 July 2021**
i	Staff to follow the planned and sequenced document.	Subject leader to be able to compare planned document to work in books and they should match up.	SM	Book scrutiny. Child interviews		Free	Staff to know their topic order and the sequence of lessons.	Evidence of this in children's books.	Children can talk about their leaning.
ii									