Inclusion and Equality at Davyhulme Primary School: **Science**

Whole school	Ensure prior knowledge before beginning new learning Regular recap of knowledge throughout unit and beyond Teach science-specific terms and vocabulary early and keep revisiting Clear instructions and demonstrations given prior to investigations Adapt teaching methods, materials and investigations where necessary to ensure all children can participate in the investigation regardless of disability or SEN need. Opportunities for children to investigate scientific theories and concepts with the use of appropriate resources Foster a classroom environment where students feel safe to ask questions, make mistakes and share ideas with out judgement Varied learning experiences and activities which cater for different learning styles and paces Visual aids, diagrams, real-life examples, hands on experiments and investigations to make Science concepts more accessible, relevant and engaging to all learners, as well as promoting scientific enquiry Different ways of children showing their understanding eg: verbal answers, written reports, diagrams, use of technology etc. Allowing children time to discuss with each other and adults their Science learning Group and peer work Additional adult support if available Introduce students to diverse scientists and inventors from various backgrounds Actively challenge stereotypes and biases that may exist within Science Be mindful of cultural differences and sensitivities when planning and delivering Science lessons
EYFS	Easily accessible resources, labelled appropriately for children Children are given the opportunity to explore objects and materials, and observe and participate in simple scientific concepts through continuous provision and adult-led activities eg: invitations to play – dark den, magnets, light sources, ice melting, sand and water mixing, chick hatching. Varied levels of hands-on activity to suit sensory needs Additional level of visual aids Children encouraged to look at and discuss the world around them Share books relevant to scientific concepts and ideas

<u>Key Stage One</u>	Knowledge organisers and key vocabulary lists provided in children's books and on Seesaw Teachers probe the children's understanding through questioning and explore if children can explain scientific ideas and concepts. Children use various ways to show their understanding (prior knowledge and new learning) eg: answering questions verbally, mind maps, diagrams etc Science learning is linked to the real world and careers to show the children the breadth of opportunities available Use of different equipment during investigations depending on need so that all children can participate fully
<u>Key Stage Two</u>	Knowledge organisers and key vocabulary lists provided in children's books and on Seesaw Teachers probe the children's understanding through questioning, explore if children can explain scientific ideas and concepts and challenge their reasoning. Children use various ways to show their understanding (prior knowledge and new learning) eg: answering questions verbally, mind maps, diagrams etc. Children (some with support where necessary) will use written reports to demonstrate their learning. Children supported by both adults and peers as investigations become more independent Scaffolded activities for those needing more support when creating and carrying out investigations Science learning is linked to the real world and careers to show the children the breadth of opportunities available Use of different equipment during investigations depending on need so that all children can participate As Science knowledge becomes more complex, allow more time for regular recap of learning, discussions with peers and adults.