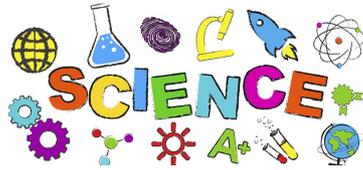


SCIENCE



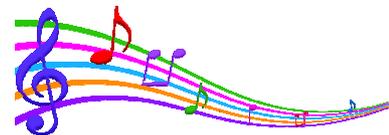
We have a detailed and comprehensive teaching programme for science at St Catherine's which covers all National Curriculum requirements. The programme is well balanced with many opportunities for children to learn through practical work and experiments. Where possible, the Science units are married to the current topic in each year group so that learning is liked and embedded, for example, in Year 3 there is a topic based around the Victorians. During this topic the children learn about the Victorian artist, William Morris, who produced some beautiful plant and floral designs. The Science focus is linked as the children learn about plants – the life cycle of plants and flowers. This all becomes a cross curricular recipe for learning through a range of subject areas, making learning purposeful.

FOUNDATION SUBJECTS

Those subjects which are not 'core' are known as Foundation Subjects – History, Geography, Art, DT, Music and PE. They form the basis for our topics and themes. Often a topic is driven by an historical or geographical area such as 'The Romans' or 'Rivers'. Our planning is evolving to ensure that all subject knowledge is taught through the skills and processes required for individual subject areas.



Wherever possible, the Foundation Subject curriculums are linked so that learning is holistic and threads between individual subjects are joined to make sense to the children. For instance, when learning about the Ancient Egyptians, children will use maps to locate countries around Egypt, placing it in world context and will learn about the River Nile ie, where it is, how it was important to the farmers of Ancient Egypt and some statistics about it.



VISITS and VISITORS

We believe that the incorporation of real life experience (eg visits) is crucial to a child's learning experience. As such, we try to include a trip out or invite a visitor to school so that real stories can be heard, real objects can be seen and touched, all bringing the learning opportunities to life for the children.

Often it is necessary to ask for voluntary contributions from families to help us with the funding element of trips/educational visits, but wherever possible, we subsidise this from school or PTA funds so that no child is excluded.