



### Science at Kensington Queensmill

**Intent:** The aims of Science at KQ are:

- To create opportunities for adult and peer interactions and joint attention
- To foster a sense of self in children at KQ
- To engage in sensory play and explore a range of sensory stimuli
- To encourage children with special interests in areas of science
- To teach children the scientific vocabulary to request and comment on things
- To develop self-care and life skills to increase independence
- To explore different places and environments to increase independence and access to the community
- To encourage children to live a healthy lifestyle
- To learn to attend to a range of group sessions and activities
- To increase body awareness and develop interoceptive skills
- To learn about, and how to manage, body changes during puberty
- To learn about the world around them through scientific exploration

**Implement:** Science is generally taught at KQ through a mixture of discrete lessons, topic based learning and through activities embedded throughout the school day. Some children at our Resource Bases study Science through Inclusion lessons with their mainstream peers.

- The Science subject team meet regularly to review topics and schemes of work where there are aspects of Science teaching and learning
- Themed learning walks look at the impact of Science teaching across the school
- Staff training is held regularly on a variety of topics related to Science
- Support and training from Occupational Therapists with sensory integration, food intolerance and self-regulation
- Support and training from Speech and Language Therapists to support with communication and joint attention activities through science
- Lesson observations, as well as monitoring of assemblies, support the development of Science teaching
- Risk assessments for community outings are written by class teachers and reviewed by SMT

**Impact:** Progress in Science is assessed formally through termly Personalised Learning Plan targets. Science targets are agreed in collaboration with class teams, phase leaders, parents and speech and language therapists. Staff will consider children's EHCP outcomes and use targets to create small steps of learning and progress towards these. Engagement in science based activities are often related to social communication, joint attention and emotional regulation areas of development as well as self-care skills. Development of science skills are embedded across the curriculum and the school environment.

Social partners might be working towards...

- Being part of a group**  
attending to science activity
- Exploring **sensory stimuli**  
using a range of materials
- Participating in a range of **functional activities** such as cooking
- Accessing a range of **community outings**
- Engaging in play activities in the **sensory suite**
- Tolerating new and different **foods**
- Using a range of leisure activities for **physical fitness**  
e.g. rock climbing, gym, trampoline
- Developing a range of **self-care skills**
- Awareness of public and private **body parts**
- Developing some **self-regulation skills**

Language partners might be working towards...

- Sorting** based on qualities e.g. hot, cold, solid, liquid, healthy, unhealthy
- Recognising and identifying the **days of the week, seasons and months of the year**
- Requesting** using a range of a range of attributes
- Commenting** on events, activities or objects
- Developing independence in a range of **functional activities** such as cooking
- Accessing a range of different places and environments in the **local community**
- Identifying how they are feeling and **strategies to self-regulate**
- Naming **parts of the body**
- Being able to make some **healthy choices**
- Having a range of independent **self-care skills**

Conversation partners might be working towards...

- Using scientific language** to comment on events, objects or places
- Being able to **recognise their own emotions** and identify a range of self-regulation strategies
- Understanding the importance of a **healthy lifestyle**
- Independently following written or visual instructions for a **science experiment**
- Sorting** based on qualities and attributes such as material
- Comparing** based on qualities and attributes
- Accessing some parts of the community** independently e.g. travel to and from school
- Increased independence in a range of **functional activities** such as cooking or animal care
- Engage in a range of taught sessions on **biology, physics and chemistry**

