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Statement regarding the impact of the school's work on encouraging children's scientific development in the Early Years through exploration of the outdoor environment.

We have followed the science progress of this group of children as they have passed through the school. The first cohort of children to be taught through this approach in their Reception/Year 1 year of schooling are now in Years 3 and 4.

The emphasis has been on

- listening skills between teachers/pupils and pupils/pupils
- allowing children 'wait' time to consider ideas
- Encouraging children to verbalise their scientific thoughts – even though these may not be entirely accurate
- Adults making an active choice to stand back so children develop the skill of hypothesising
- Encouraging quality observational skills, exploratory play, risk taking with ideas.

Careful logs were kept which recorded the learning journey for the children – these captured comments from the children as they happened. The role of the teaching assistant/observer is vital to gather all evidence of the learning immediately. This can be disseminated later.

As a result of these experiences in the Foundation Stage and making sure that this approach is built upon in subsequent years, we have evidence that the children have continued to perform highly in AT1 science skills. There is continued enthusiasm for bringing in items that have a scientific interest.

This way of working has impacted on other subjects with children able to discuss each others ideas, children having the ability to listen and value each other's opinions, more 'risk taking' in their ways of working.

Outside educational visitors have commented on the children's scientific knowledge when compared to other children of similar ages. Parents have also commented on the fact that their children 'stop and notice' their environment now.