# Use of Snap Science (Collins Hub) at Beechwood Primary School

**At Beechwood Primary School, we have chosen to use Snap Science (from Collins Hub) for our planning for Years 1-6.**

As subject leaders, we have found that using the Snap Science scheme has helped us in the following ways:

- Teachers who are new to the school are able to understand and use the scheme quickly due to explanations of each lessons and information about prior learning included in the plan.
- Any teachers or HLTAs who are not secure in their subject knowledge can use the information provide on the Snap Science website to assist them.
- Snap science ensures that we know that all children are being consistently taught using clear, high quality teaching.
- Children follow a well thought-through sequence of learning to build on both their subject knowledge and working scientifically skills.

*"Snap Science is a comprehensive and rich resource that provides everything primary schools need to plan, teach and assess the National Curriculum for primary science. It has been written by a team of leading experts who have spent years teaching science in primary schools, working with trainees, delivering professional learning for teachers and subject leaders, carrying out research, developing resources and advising policy makers and curriculum designers. Each of them is passionate about primary science: they know how important it is for primary children to develop secure knowledge of the big ideas in science, to learn how scientists work to build that knowledge and how that knowledge can be used to meet the global changes we face. They know how exciting it is to be in a primary classroom when science is being well taught: where children are connecting their learning, finding things out through practical experimentation, using scientific vocabulary to explain what they know and seeing the relevance of their learning to their lives." – Collins Hub*

**Organisation of the National Curriculum in Snap (Collins Hub)**

The National Curriculum is split into six modules per year, to fit into a three-term school year. Most modules cover all the conceptual knowledge in one National Curriculum topic – in some cases the statements in one topic are split across two modules (see Beechwood Primary School's Science long-term plan). The modules contain the right number of lessons to teach and assess the different conceptual knowledge and therefore they are not all the same length.

**Long-term Planning**

The order of modules has been carefully planned to ensure progressive connections between topics, for example habitats and plants (Year 2); lifecycles and human growth (Year 5); human circulation and human health (Year 6). Modules where children learn about living things are taught at the right time of the calendar year.

The maths and literacy skills children use in the lessons are appropriate so that these subjects work together with science to progress children's learning across the primary curriculum, as Ofsted recommends.

**Progression**

- Every National Curriculum conceptual knowledge statement is broken down into a series of steps, to create a detailed progression. Ofsted has noted that this is key to effective curriculum design. Each lesson in a module focuses on one step in this progression, ensuring that children build secure knowledge. This progression sequences conceptual knowledge in Biology, Chemistry and Physics for one year to the next, and in the case of topics like light and classification, between Key Stage phases.
- Snap science creators have identified and sequenced the disciplinary knowledge that children need for working scientifically, so that it is included in the long-term plan. Scientific skills, for example how to use a thermometer or to control variables, are explicitly taught and practised, in appropriate contexts, so that children can use them with increasing accuracy and independence. The same is true of the knowledge about science that children need to learn, for example that scientists work in different ways to collect evidence to answer questions.
- Snap Conceptual knowledge and Working scientifically progression charts can be used to support teachers' understanding of how scientific ideas develop and are connected. Teachers can look at the progression statements not only for the module they are teaching, but also to see what children learnt previously in the topic and what they will learn next.

**Beechwood Primary School Science Team**

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