



Science Curriculum Policy Statement

Introduction

Science is an important part of our curriculum. We aim to develop children's curiosity about the world around them and equip them with the knowledge, vocabulary and skills to understand and investigate it.

Our Science curriculum follows the requirements of the National Curriculum and is supported by the Grammarsaurus Science units of work, which provide a clear and progressive structure from EYFS to Year 6. Our *Science Intent Statement*, *Skills Progression* and *Vocabulary Progression* documents provide further detail about our curriculum.

Curriculum

Science is taught as a discrete subject throughout the school, with meaningful links made to other areas of learning where appropriate. The curriculum is carefully sequenced so that pupils revisit and build upon prior knowledge, developing increasingly secure understanding across biology, chemistry, and physics.

The curriculum is delivered through a combination of teacher explanation, discussion, practical experiences and scientific investigation. Teachers adapt learning to meet the needs of their pupils while ensuring that all children receive their full curriculum entitlement.

Working Scientifically

Working scientifically is embedded throughout the curriculum. Pupils are encouraged to ask questions, make observations, predict, investigate, measure, record, interpret results and draw conclusions. These skills are developed progressively, with pupils becoming increasingly independent in planning and carrying out investigations as they move through the school.

Practical work is purposeful and used to develop scientific understanding rather than simply as an activity.

Knowledge and Vocabulary

We place a strong emphasis on pupils developing secure scientific knowledge and using scientific vocabulary accurately. Teachers explicitly introduce and revisit key vocabulary and make links to previous learning so that pupils develop a coherent understanding of scientific concepts over time. The *Vocabulary and Skills Progression* documents set out the expected development from EYFS to Year 6.

EYFS

In EYFS, the foundations for Science are developed primarily through *Understanding the World*. Children are encouraged to explore, observe, question and talk about the natural and physical world, providing a strong foundation for their later scientific learning.

Inclusion

All pupils are entitled to an ambitious and accessible Science curriculum. Teachers make appropriate adaptations and use suitable scaffolding, resources and teaching approaches to remove barriers to learning, including for pupils with SEND.

Assessment

Assessment is used to identify pupils' understanding and inform future teaching. Teachers use ongoing questioning, observation, discussion and pupils' work alongside end-of-unit assessments. End-of-unit assessments provide evidence of pupils' understanding of the key knowledge taught and help identify areas that require further teaching, retrieval or consolidation.

Monitoring

The Science Subject Leaders, alongside senior leaders, monitor the implementation and impact of the curriculum through learning walks, pupils' work, assessment information, pupil voice and classroom practice.

Monitoring is used to identify strengths, address areas for development and support the continued development of Science teaching across the school.

Impact

By the end of Year 6, pupils should have developed secure scientific knowledge, an appropriate scientific vocabulary and increasing confidence in working scientifically. They should be able to apply their knowledge, use evidence to explain their ideas and approach scientific questions with curiosity and independence.

Our aim is for pupils to leave primary school with a positive attitude towards Science and an understanding of its importance in explaining and investigating the world around them.

Vision

Developing hope & resilience • Building a community of aspiration

Inspired by the love & teachings of Jesus Christ to be the best that we can be

Values

Hope

Love

Courage

Resilience

Respect

Wisdom

