

Science Curriculum Statement

Ireleth St Peter's C of E Primary School | 2026-27

Subject Leader: Mrs B. Gribbin

"Inspiring Successful Partnership through God's love."

At Ireleth St Peter's, Science encourages children to be curious, ask questions and explore the world around them. Our curriculum aims to develop secure scientific knowledge alongside the skills of Working Scientifically, while nurturing the sense of awe and wonder that comes from observing, investigating and understanding the natural and physical world.

Intent

Our intent is for every child to develop a strong foundation of scientific knowledge and understanding and to see themselves as capable, curious young scientists. We want pupils to ask thoughtful questions, make predictions, investigate ideas, use evidence and explain what they have discovered.

We use White Rose Science to support a carefully sequenced curriculum. In our mixed-age classes, Science is organised through a two-year rolling programme so that statutory content is taught systematically and pupils revisit and build upon important knowledge and concepts as they move through school.

We aim to develop accurate scientific vocabulary and give children frequent opportunities to apply their knowledge through practical work. Science also provides meaningful opportunities to experience awe and wonder, appreciate the world around us and consider our responsibility to care for it.

Implementation

White Rose Science: White Rose Science provides the main structure for teaching and learning. Units are organised within the school's long-term planning cycle and adapted appropriately for mixed-age classes.

Working Scientifically: Working Scientifically is embedded within Science units rather than taught as a separate strand. Children develop skills in questioning, observing, predicting, planning enquiries, measuring, recording, identifying patterns, interpreting results, drawing conclusions and, as they progress, evaluating methods and evidence.

Practical science: Practical investigation is an important part of our provision. Evidence of learning may include written work, White Rose activities, photographs of investigations, annotated diagrams, observations, data, pupil explanations and assessment activities. Practical experiences are valued for the scientific thinking they develop and do not always require a lengthy written outcome.

Vocabulary and knowledge: Teachers explicitly introduce and revisit key scientific vocabulary. Retrieval, questioning and discussion help pupils connect new learning with what they already know and communicate scientific ideas increasingly accurately.

Inclusion and challenge: Teaching is adapted so that all pupils, including those with SEND, can access the same ambitious curriculum. Adults may adapt recording, vocabulary support, equipment, grouping or scaffolding while maintaining the scientific focus of the lesson. Pupils are challenged through deeper questioning, reasoning and application rather than simply completing more work.

Beyond the classroom: Where appropriate, children use the school grounds and local environment for observation and investigation. Science is also enriched through whole-school opportunities such as British Science Week, STEM experiences and celebration of children’s scientific curiosity and achievements.

Assessment

Assessment is used to identify what pupils know, remember and can do. Teachers use questioning, observation, discussion, practical outcomes and work in books to assess learning throughout a unit. At the end of each unit, pupils complete the relevant White Rose end-of-unit assessment. Working Scientifically is also monitored across the curriculum, with assessment information reviewed at school assessment checkpoints.

Impact

- Know and remember increasingly complex scientific knowledge and vocabulary.
- Make connections between previous learning and new scientific concepts.
- Ask questions and select increasingly appropriate ways to investigate them.
- Observe, measure, record and interpret information with increasing independence.
- Use evidence to explain findings and draw conclusions.
- Talk confidently about their Science learning and recognise how Science relates to everyday life.
- Approach the natural and physical world with curiosity, respect and a continuing sense of awe and wonder.

Science in our school community

Awe and wonder

Science gives children opportunities to notice, question and appreciate the world around them, supporting our wider approach to spirituality.

British Science Week

The whole school takes part in British Science Week, providing additional opportunities for investigations, challenges, collaboration and engagement with STEM.

Scientific enrichment

We celebrate curiosity and achievement in Science and seek opportunities to connect classroom learning with scientists, engineers, careers, visitors and real-world contexts.

Cross-curricular links

Science naturally supports learning in areas including Maths, Geography, Design Technology and Computing, while retaining its own distinct disciplinary knowledge and skills.