

Ss Peter & Paul Catholic Voluntary Academy

Science Curriculum Vision Statement

Intent

At Ss. Peter and Paul's Catholic primary school it is our intent that children develop enquiring minds through the subject of Science. We aim to nurture children's natural curiosity and further develop their interest in the world around them. Through independent hands-on learning children will grow in confidence to ask and answer open-ended questions to find things out for themselves through scientific enquiry where they are actively involved in their own learning. They will secure good knowledge and understanding of the specific disciplines of physics, chemistry and biology. We want children to be fully equipped not only for the next stage in their education but in their future careers in an ever-changing Scientific and technological world.

Implementation

- A whole school progression map provides teachers with a basis for planning Science in unit blocks which build on from previous years, enables children to gain scientific knowledge and understanding as they move through school.
- Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.
- Knowledge organisers include key learning and vocabulary that the pupils will be expected to know by the end of each unit of work. These are shared with the pupils so they understand what they are expected to know and learn.
- Throughout Reception and Key Stage One children are introduced to the five investigation types as 'Science Superheroes' to support their understanding of:
 - 1) Observing over time
 - 2) Noticing patterns
 - 3) Identifying, classifying and grouping
 - 4) Fair and comparative testing
 - 5) Researching using secondary sourcesSo that by Key Stage Two children are able to select the most appropriate investigation methodology for the question they need to answer.
- Children are provided with problem-solving opportunities that allow them to develop independence in finding out and investigating. Children are encouraged to ask their own questions and are given opportunities to use their scientific skills and research to discover the answers.
- As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become confident in their ability to draw conclusions based on their evidence.
- Working scientifically skills are embedded into all lessons to ensure these skills are being developed throughout and new vocabulary and challenging concepts are introduced through direct teaching.
- Teachers model how to use scientific equipment, alongside Working Scientifically skills in order to embed scientific understanding before encouraging children to use equipment independently to further develop working scientifically.
- Teachers plan for children to experience off site visits along with opportunities to invite experts into school so that children develop their science capital.
- Through workshops, STEM week, visitors to the school and educational off site visits children have the understanding that science has changed our lives and that it continues to be vital to an ever-changing world.

Impact

Our primary science curriculum provides engaging, high-quality science education, to enable children to reach their full potential as scientists. High level questioning enables teachers to address misconceptions and close potential gaps in scientific knowledge. Formative assessment for learning is ongoing throughout every lesson. Verbal feedback and marking addresses misconceptions and enables progression within each lesson. Pupils are given time to respond to feedback comments in their books. Summative assessments take place at the end of every term and results are recorded on Sonar.

Science results 2026	% of cohort Working at the expected level	% of cohort Working at Greater Depth
Year 1	93%	7%
Year 2	93%	23%
Year 3	90%	30%
Year 4	97%	39%
Year 5	83%	3%
Year 6	97%	17%