



Chase Side Primary School

Science Policy

Reviewed and Adopted by the Governors of Chase Side Primary School on Wednesday 18th June 2025

To be Reviewed June 2027

As for all policies we implement within our school, the Science Policy must fit with the ethos, values and vision for the school, which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together !

Statement of intent:

At Chase Side, it is our intent to build an environment which promotes curiosity, encouraging children to question the world around them. We value the teaching and learning of Science and strive to prepare our children for the future. The Scientific area of learning allows children to revisit and add to their previous knowledge, whilst also developing their technical and analytical skills. This allows the children to demonstrate their knowledge of Science through planning investigations, using equipment and explaining new concepts. We intend to build an engaging and inclusive Science curriculum, which fosters the children's natural curiosity, through a balance of teacher and child led enquiry.

Aims

The objectives of teaching science are to enable children to:

- ask and answer scientific questions
- plan and carry out scientific investigations, using equipment (including computers) correctly
- know and understand the life processes of living things
- know and understand the physical processes of materials, electricity, light, sound, and natural forces
- know about the nature of the solar system, including the earth
- evaluate evidence and present their conclusions clearly and accurately

Teaching and Learning Styles

We use a variety of teaching and learning styles in Science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children through child-led enquiries.

We encourage the children to ask, as well as answer, scientific questions.

We also encourage open ended discussion through the use of concept cartoons.

Children have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs.

They use ICT in Science lessons to enhance their learning.

They take part in role-play activities.

They present reports to the rest of the class.

They engage in a wide variety of problem-solving activities.

Wherever possible, we involve the pupils in real scientific activities, for example, investigating a local environmental problem, or carrying out a practical experiment and analysing the results.

We recognise that, in all classes, children have a wide range of scientific abilities, and we ensure that we provide suitable learning opportunities for all children by

matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- providing resources of different complexity, matched to the ability of the child
- using PSA/EHCP support staff to support the work of individual children or groups of children.

Science Curriculum Planning

At Chase Side we follow the National Curriculum for Science and organise this into termly or half termly topics. In some year groups topics are returned to at several points during the year to allow for use of the natural environment – for example, the ‘Seasons’ topic in Year One is taught at different points in the year as seasons change.

Teachers use their professional judgement to organise their timetables. Science can be taught in weekly lessons or blocked but should be taught for the equivalent of 1 hour a week in Key Stage 1 and 1 ½ hours in Key Stage 2.

Currently, staff use Snap Science planning for all year groups and are free to use other resources to support their planning. They also have flexibility to be more creative in their planning based on their cross curricular theme for that half term. This incorporates all aspects of the new National Curriculum, including skill development. They identify learning intentions and outcomes for each unit in relation to the new National Curriculum and ensure an appropriate balance and distribution of work across each term. The plans give clear details of how the lessons are to be taught. They also include details of a range of challenges for each lesson that can help teachers to differentiate and challenge groups of children appropriately. The subject leader is responsible for monitoring these plans termly, giving individual and MLT / SLT feedback highlighting areas of strengths and development.

The long-term plan maps the scientific topics studied in each term during the key stage. The subject leader works out the appropriate units for each year group in conjunction with teaching colleagues to ensure that there is continuity and progression across the year groups. The subject leader organises when each topic should be taught within the school year for year groups although class teachers can liaise with the subject leader if they wish to make changes to allow for cross-curricular links. Class teachers are allowed flexibility and creative input is encouraged; however, it is the responsibility of the subject leader to ensure there is a broad and balanced curriculum across the school. We encourage the use of outdoor learning and aim to use, where possible, the local environment in our fieldwork.

Table of current units/topics covered throughout the school, as per Snap Science plans and Early Learning Goals in Early Years Foundation Stage (EYFS) (as mentioned above, teachers may change the order of units for reasons such as: creating seasonal links, interlinks or to coincide with educational visits)

Breadth of Study	Key Stage One			Key Stage Two			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Animals and plants	Human Body and senses <i>Animals including humans</i>	Choosing materials <i>Uses of everyday materials</i>	Forces, friction and magnets <i>Forces and Magnets</i>	Digestion and food chains <i>Animals including Humans</i>	Earth and Space <i>Earth and space</i>	Human circulation <i>Animals including Humans</i>
Autumn 2	Objects and materials	Seasons <i>Seasonal changes</i>	Changing materials <i>Uses of everyday materials</i>	Light and shadows <i>Light</i>	Electricity: circuits <i>Electricity</i>	Forces and mechanisms <i>Forces</i>	Evolution and inheritance <i>Evolution and inheritance</i>
Spring 1	Light, space, electricity and movement	Naming and describing materials <i>Everyday materials</i>	Growing up (animals and humans) <i>Animals including humans</i>	Movement and nutrition for the human body <i>Animals including Humans</i>	Sound <i>Sound</i>	Human growth <i>Living things and their habitats</i>	Body health <i>Animals including Humans</i>
Spring 2	The local environment	Properties and uses of materials <i>Everyday materials</i>	Local Habitats <i>Living things and their habitats</i>	Rocks, soils and fossils <i>Rocks</i>	Classification of plants and animals <i>Living things and their habitats</i>	Plant and animal life cycles <i>Living things and their habitats</i>	What light does <i>Light</i>
Summer 1		Identifying plants and their parts <i>Plants</i>	Growing seeds and bulbs <i>Plants</i>	Flowering plants and plant growth <i>Plants</i>	Changes of State <i>States of matter</i>	Properties and uses of materials <i>Properties and changes of materials</i>	Electricity: changing circuits <i>Electricity</i>
Summer 2		Animals (vertebrates) <i>Animals including humans</i>	Growing healthy plants <i>Plants</i>	Flowering plants life cycle <i>Plants</i>	Human impact on the environment <i>Living things and their habitats</i>	Separating mixtures and changing materials <i>Properties and changes of materials</i>	Classification of living things <i>Living things and their habitats</i>

We plan Science topics, as far as possible, that are linked with the current class themes for that half term. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the Science scheme of work, so that the children are increasingly challenged as they move up through the school.

Working scientifically is taught through all Science topics in addition to subject knowledge. Children are provided with opportunities to develop skills of observation, questioning, experimenting, recording and discussion. The table below lists the skill objectives for each year group which are to be covered throughout the course of the year.

Years 1 & 2	Years 3 & 4	Years 5 & 6
During Years 1 and 2 , pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	During Years 3 and 4 , pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	During Years 5 and 6 , pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
Asking simple questions and recognising that they can be answered in different ways	Asking relevant questions and using different types of scientific enquiries to answer them	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Performing simple tests	Setting up simple practical enquiries, comparative and fair tests	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
observing closely, using simple equipment	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Gathering and recording data to help in answering questions	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Identifying scientific evidence that has been used to support or refute ideas or arguments
Identifying and classifying	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Using test results to make predictions to set up further comparative and fair tests
Using their observations and ideas to suggest answers to questions	Identifying differences, similarities or changes related to simple scientific ideas and processes	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
	Using straightforward scientific evidence to answer questions or to support their findings Using results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	

We teach Science in Reception classes through the development area of “Understanding the World” as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the scientific aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child’s knowledge and understanding of the world.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children’s interest and curiosity.

Marking and Assessment

Teachers assess children’s work in Science by making assessments as they observe them working during lessons. They record the progress that the children make by assessing the children’s work against the learning intentions for their lessons. Assessments are updated on Scholar Pack at the end of the unit where each child is assessed against the National Curriculum objectives for the topic. Each teacher passes this information on to the next teacher at the end of each year to inform future planning.

Science work is marked in accordance with our marking and feedback policy. Teachers are aware of the value of immediate feedback so endeavour to provide verbal feedback wherever possible. It is encouraged that teachers complete in depth marking, with a response from the child at least once per half-term, in line with our Marking and Feedback Policy.

Children who are identified as more able in Science are added to the register and participate in a variety of activities across the year and supplemented within the school and classroom, or in conjunction with other schools in the Enfield Town Schools Partnership.

Monitoring and Review

It is the responsibility of the subject leader to monitor the standards of children’s work and the quality of teaching in Science. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for Science in the school. The subject leader gives the Head Teacher a summary report in line with school expectations in which s/he evaluates strengths and weaknesses in Science and indicates areas for further improvement. The subject leader has specially allocated time for fulfilling the vital task of reviewing samples of children’s work and visiting classes to observe Science teaching.

This policy will be reviewed every two years or earlier if deemed necessary by the Subject Leader or Senior Leadership Team.