Member of staff responsible: Miss Michelle Launder
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Date to be reviewed: October 2026

Science Policy 2025 - 26

"The important thing is to never stop questioning"
Albert Einstein

MISSION STATEMENT

At Water School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

AIMS

At Water Primary School, we believe that a high-quality science provides the basics for understanding the world through biology, chemistry and physics. Science is continually developing and is vital to the world's future, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. We aim to inspire children through thought proving questions and experiments which develop excitement and curiosity about the world around us as well as helping our children acquire a growing understanding of the nature, processes and methods of scientific ideas.

The national curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

CURRICULUM AND SCHOOL ORGANISATION

The programmes of study for science are set out year-by-year for key stages 1 and 2 in the national curriculum.

Class teachers are responsible for ensuring that all of the relevant statutory content is covered and science is taught throughout school, with all year groups being taught separately. Teachers are to use STEM planning which provide high quality resources and child-led, interactive activities. Each lesson starts with a 'Big Question' which allows children to use their scientific skills. The Planning Grid below sets out the 'Water Curriculum'.

SCIENCE PLANNING GRID PER YEAR GROUP

Water Primary School
Long Term Plan – Science – 2025/26

Biology Chemistry Physics	Autumn		Spring		Summer	
EYFS	The Human Body ELG Explore the natural world around them, making observations and drawing pictures of animals and humans. Wonder – Sensory trail Provision – Senses area, animals, basic body parts. Looking at bugs – closely observing. Mirrors – drawing selves/each other. PLAN A FARM TRIP	Animals ELG Explore the natural world around them, making observations and drawing pictures of animals and humans. Wonder - Ducklings/chicken Provision – small world, role play, habitats	Changes in State ELG Understand some important processes and changes in the natural world around them; states of matter. Wonder – ice investigation – melting, freezing, vapour. Provision – messy play, sand and water, conkers – comparing – smooth and spiky.	Changes in State ELG Understand some important processes and changes in the natural world around them; states of matter. Wonder – ice investigation – melting, freezing, vapour. Provision – messy play, sand and water, conkers – comparing – smooth and spiky.	Plants ELG Explore the natural world around them, making observations and drawing pictures of plants. Wonder – data collection – plant hunt – tally chart. Bring them back to school etc. Grow beans, plant seeds, watch life cycles of flowers. Provision – creative area – plant related – drawing/painting plants – magnifying glasses.	Plants ELG Explore the natural world around them, making observations and drawing pictures of plants. Wonder – data collection – plant hunt – tally chart. Bring them back to school etc. Grow beans, plant seeds, watch life cycles of flowers. Provision – creative area – plant related – drawing/painting plants – magnifying glasses.
	To discuss scientists linked to caring for the world around them (plants and animals). EYFS - Seasonal Change/plants/scientific enquiry - to be covered for the whole year – floor book to evidence – regular seasonal walks/forest school ELG - Explore the natural world around them, making observations and drawing pictures of plants.					

PLEASE NOTE THAT FROM YEARS 1 TO 6, WE SHOULD ALSO BE INCLUDING SCIENTIC ENQUIRY.

The six areas having been planned into each half term as detailed below – please visit the following for a break down of each enquiry: Enquiry Approaches - Primary Science Teaching Trust. Please note that this is only a guide and each enquiry can be used as and when necessary – please try and plan this as a 'Big Question' at the end of each half-term.

	Research	Pattern Seeking	Problem Solving	Comparative/Fair Testing	Observation Over Time	Identifying, Grouping and Classifying
Year 1	Animals including Humans	Animals including Humans	Everyday Materials	Everyday Materials	Plants	Plants
	Year 1 - Seasonal Change – to be taught all year along with plants and scientific enquiry To be covered for the whole year – floor book to evidence – regular seasonal walks/forest school/field trips					
Year 2	Animals including Humans	Animals including Humans	Everyday Materials	Everyday Materials	Plants	Living Things and Their Habitats
Year 3	Animals including humans	Animals including humans	Rocks	Light	Plants	Forces and Magnets
Year 4	Animals including humans	Animals including humans	Sound	States of Matter	Electricity	Living Things and their Habitats
Year 5	Animals including humans	Animals including humans	Forces	Earth and Space	Properties and Changes in Materials	Living Things and their Habitats
Year 6	Animals including humans	Animals including humans	Evolution and Inheritance	Light	Electricity	Living Things and their Habitats

A range of assessment techniques is used including:

- Teacher observation of children working.
- Hinge Question after teacher input.
- Discussion with and questioning of pupils.
- Marking and evaluation of any written work.
- Evaluation of completed work (using learning journeys or Balance wheel) – by the children as well as the teacher.

DISPLAYS

It is the responsibility of all teachers to ensure that there is a display in each classroom linked explicitly to the current Science topic within class. These should be referred to during lessons and should be updated in a similar style to the working walls adopted in English and Maths. Key words relating to the topic should be displayed.

EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, race and social circumstance, have access to the Science curriculum and make the greatest progress possible.

SPECIAL EDUCATIONAL NEEDS / INCLUSION

The school will work to ensure that all pupils including those with special educational needs are provided with an appropriate Science curriculum. In order to achieve this, teachers will work to:

- Set suitable learning challenges and scaffold learning.
- Respond to pupils' diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

This policy is in line with other school polices and is a true reflection of the Science provision offered at Water Primary School.

Miss Michelle Launder
Science Lead
October 2025