

### INTENT

At High Green Primary School, our Science curriculum enables every child to **achieve, belong and thrive** in an inclusive, ambitious learning environment.

Rooted in our values of **Be Kind, Be Responsible, Be Respectful and Be Proud**, science nurtures curiosity, resilience, and independence, while promoting high expectations for all. Children are encouraged to ask questions, take risks in their thinking, and apply knowledge confidently.

Science ensures pupils **learn more, know more and remember more** by developing knowledge and skills across Biology, Chemistry and Physics, as well as **Working Scientifically** enquiry skills.

We promote:

- **Kindness** – collaborating respectfully and valuing all contributions.
- **Responsibility** – handling equipment safely and caring for the environment.
- **Respect** – listening to different viewpoints and recognising diverse scientists.
- **Pride** – presenting findings confidently and using precise vocabulary.

Children leave our classrooms confident to explore, question, investigate, and contribute to the wider world.

### IMPLEMENTATION

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Science is taught through a sequenced curriculum aligned to the National Curriculum and supported by the KAPOW scheme, ensuring progression from EYFS to Year 6.

Key features include:

- Lessons combining practical enquiry and knowledge acquisition.
- **High-quality interaction** and structured oracy to develop reasoning, communication and retention.
- Vocabulary-rich teaching so pupils **know more and remember more**.
- Outdoor learning, workshops, and collaborative investigations to promote engagement and belonging.
- Inclusive practice ensures all children can access, contribute, and succeed.

**Phase focus:**

- **EYFS** – explore, observe, discuss and discover the world around them.
- **KS1** – ask questions, make predictions, observe, classify and investigate.

**KS2** – design independent enquiries, reason logically, analyse evidence and evaluate conclusions

#### ASSESSMENT

Assessment in Science is **continuous and responsive**, ensuring pupils **achieve, know more, and remember more**:

- **On-the-spot marking** during lessons provides immediate feedback.
- **End-of-lesson assessments** feed directly into planning for the next session.
- **Knowledge-catching activities** at the start and end of units assess prior understanding and consolidate learning.
- **Unit quizzes** evaluate understanding of concepts, vocabulary, and scientific skills.
- Formative assessment strategies identify gaps early, enabling targeted support and progression for all pupils.

This ensures inclusion, high-quality interaction, and that pupils take ownership of their learning.

## ORACY IN SCIENCE

Oracy is central to Science at High Green, supporting pupils to articulate thinking, deepen understanding, and retain knowledge.

Pupils are taught to:

- Use precise scientific vocabulary confidently.
- Formulate and refine testable questions.
- Explain predictions and justify reasoning.
- Engage in respectful debate and peer feedback.
- Present findings clearly, with confidence and pride.

Structured partner talk, group collaboration, and whole-class discussion reinforce **high-quality interaction**, ensuring all pupils can communicate effectively and **belong** within the learning environment.

## Impact

Our Science curriculum ensures pupils:

- **Achieve** academically and in enquiry skills
- **Belong** within a collaborative, respectful environment
- **Thrive** as curious, resilient, and reflective learners
- Act **kindly, responsibly, and respectfully** in practical work and teamwork
- Take **pride** in their scientific knowledge and communication
- Retain learning, build vocabulary, and apply knowledge in new contexts

Children leave High Green as confident communicators, critical thinkers, and responsible citizens, equipped to continue to **learn more, know more and remember more** in science and beyond.

Our Science curriculum enables every child to **achieve, belong and thrive**. Rooted in our values of **Be Kind, Be Responsible, Be Respectful and Be Proud**, we nurture curiosity, resilience, and independence while promoting high expectations for all.

Science encourages children to **learn more, know more and remember more** about the world, developing knowledge across Biology, Chemistry, and Physics, alongside essential **Working Scientifically** enquiry skills. We foster:

- **Kindness** – collaborating and valuing all ideas
  - **Responsibility** – safe, ethical investigations and environmental care
  - **Respect** – listening to diverse perspectives and learning from diverse scientists
  - **Pride** – presenting work confidently, using precise vocabulary
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### Implementation

Science is taught through a sequenced curriculum aligned to the National Curriculum and the KAPOW scheme, ensuring progression from EYFS to Year 6.

Across all phases:

- Lessons combine practical enquiry with knowledge acquisition
- High-quality interaction and structured **oracy** develop reasoning, communication, and retention
- Vocabulary-rich lessons ensure pupils **know more and remember more**
- One core skill per term (planning, analysing, evaluating) embeds understanding
- Outdoor learning, workshops, and collaborative investigations promote engagement and **belonging**
- Inclusive teaching ensures all pupils access learning and succeed

**Phase focus:**

- **EYFS** – explore, observe, discuss, discover
  - **KS1** – ask questions, predict, observe, classify, investigate
  - **KS2** – design investigations, reason, analyse evidence, evaluate
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### Oracy in Science

Pupils develop confident communication through:

- Using scientific vocabulary accurately
- Formulating and refining testable questions
- Explaining predictions and reasoning
- Engaging in respectful discussion and peer feedback
- Presenting findings clearly with pride

Structured talk and group collaboration ensure high-quality interaction and that all pupils **belong** and contribute.

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### Assessment

Our assessment is **ongoing, responsive, and informs teaching**, enabling all pupils to **achieve and remember more**:

- **On-the-spot marking** for immediate feedback
  - **End-of-lesson assessments** feeding into the next lesson
  - **Knowledge-catching activities** at the start and end of units
  - **Unit quizzes** to consolidate understanding
  - Formative strategies identify gaps and support progress for all pupils
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