



St Martin's CE
Primary School

Science

January 2026

Let your light shine



Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Intent



Curriculum Intent

Through Science we want our pupils to become independent learners who are curious and willing to ask and answer their own questions. Communicating their understanding and being able to explain their reasoning is essential so pupils should not only be able to talk about what they have been doing, but also why and what they have learned.



Curriculum Aims

We want pupil to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what Science is and the importance and value of studying the subject
- Develop their subject knowledge in terms of biology, chemistry, and physics
- Develop five key enquiry skills which develop their ability to work scientifically:
 - **Observation over time**
 - **Fair or comparative tests**
 - **Identification and classification**
 - **Research**
 - **Pattern seeking**
- Achieve age related expectations

Implementation



Curriculum Implementation

Early Years

In Early Years there are opportunities to teach Science through guided, adult-led lessons and opportunities for more independent learning during continuous provision. Science knowledge and skills are taught and developed within 'Understanding of the World' in the Early Years Foundation Stage (EYFS).

Years 1- 6

We teach science as an explicit subject from Years 1 to 6 using the Rising Stars scheme which covers all strands of the National Curriculum. Pupils are taught six units of science over the year. Most units have six sessions, which are taught for an hour each week.

Each unit is centred around a key question to drive geographical enquiry and ensure a coherent learning journey, building knowledge, using subject specific vocabulary and developing their understanding so that they can formulate an answer.

In a unit, pupils develop their scientific knowledge alongside the five Science enquiry activities: observation over time, fair or comparative tests, identification and classification, research or pattern seeking.



Lesson structure

We want Science to be an enjoyable experience. We believe that pupils learn best when there is a clear structure and purpose for the learning.

Each lesson begins with a clear learning objection, which is shared with the pupils. Teacher input and learning activities will appropriately match this objection.

Science is taught using an enquiry approach. Each unit has unit objectives linked to the identified knowledge and concepts as well as the identified working scientifically targets.

Each lesson begins with a clear learning intention, which is shared with pupils. Learning Intentions are expressed as 'I can' statements (presented on a learning intention slip), which teachers use to assess understanding. The teacher's input and learning activities will appropriately match this intention.

Key knowledge and skills are then developed throughout the lesson using supplementary questions along with key vocabulary.

All pupils work on achieving the main learning intention. Those that grasp content and concepts quickly and securely may move onto extension activities to deepen their understanding or allow them to apply their learning.

As the unit progresses, the pupils will develop their knowledge, skills and understanding; as a result, pupils will be able to apply all of their leaning when completing the end of unit assessment.



Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the half termly unit. It offers practical advice regarding resourcing and teaching of the unit of work.

Everything a child does and thinks in Science is important, so we provide regular opportunities for pupil to engage in hands on practical, problem-solving activities where they can apply what they have learnt.

Many units have cross curricular links which provide opportunities to retrieve, practise and embed prior learning.



Inclusion

We teach Science to all pupils, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs.

At St Martin's CE, we believe that all pupils have a right to full and equal access to all areas of the curriculum. Quality first teaching is used to ensure all pupil, including those with SEND, are provided with high expectations throughout the curriculum.

By understanding the learning needs and support required for all pupil, including those with SEND, in each cohort, teachers ensure that scaffolds, interventions and learning tools are provided to meet the needs of the individuals across all subjects.

Due to the unique nature of our setting, whereby we have a Resource Base, teachers will work closely with Kingfisher staff to offer appropriate and inclusive provision that meets the needs of pupil who follow a hybrid timetable.

Impact



Assessment

Teachers will exploit opportunities to formatively assess pupil's understanding through asking key questions, leading discussions or through direct conversation with pupil to check their understanding and their use of correct vocabulary.

In the Early Years pupils are assessed against the Early Learning Goals.

In Years 1-6, each unit is clearly evidenced with a title page which provides the learning objectives. For individual lessons, teachers use Learning Intention slips - these should be constantly referred to throughout the lesson to ensure pupils are clear about the learning they are undertaking. The work produced by the pupil will demonstrate their understanding; the teacher will assess the pupil against this intention following the lesson.

By looking at the supplementary Learning Intentions sheets, the pupil, teacher and subject leader can quickly determine who is working at age-related expectations and the knowledge, skills and concepts that require further attention.

In addition, pupils complete an end of unit assessment, which supports the overall judgment.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for Science are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of Science takes place and have a clear overview of who is achieving age related expectations
- Ensure that pupil who are not making enough progress to achieve age related expectations have been identified, and adapt future plans
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school