



Science

Curriculum Design

The curriculum is centred on six key areas of study: Animals, Plants, Materials, Forces, Energy, and Working Scientifically. Learning begins in the Early Years, where children explore the natural and man-made world and start to make connections between knowledge and skills. In Key Stage One, pupils study their local environment and work scientifically to answer questions that deepen their understanding of scientific concepts. This learning is broadened in Key Stage Two, where pupils begin to explore more abstract concepts that require deeper thinking and reasoning. To immerse pupils in their learning, where appropriate, learning can take place outside. At the end of each academic year, pupils strengthen their scientific skills by working on an enquiry-based question that requires them to draw upon and apply their prior learning.

Throughout the curriculum, all pupils are taught key vocabulary to support understanding and help them make meaningful connections with their prior learning.



Curriculum Intent

The intent of a primary science curriculum is to inspire curiosity and enthusiasm about the world around us while nurturing **ambition** in every pupil to explore, question, and understand scientific ideas. It aims to ensure all children **achieve** a strong foundation in key scientific knowledge and concepts across biology, chemistry, and physics, enabling them to make sense of the natural and man-made world. Through practical, hands-on experiences, pupils are encouraged to ask questions, investigate, and think critically while developing essential skills in working scientifically. Opportunities to **collaborate** with others are built into learning, allowing pupils to share ideas, discuss findings, and learn from one another using accurate scientific vocabulary. Ultimately, the curriculum intends to empower pupils to achieve their full potential in science, develop confidence in their abilities, and understand the role science plays in everyday life, fostering ambition and preparing them for future learning and lifelong engagement with science.

