



Curriculum and Pupils
10.06.26

Signed

Science Policy

Mission Statement

At Portway Infant School, we believe that all children have the right to an exciting and engaging science curriculum, which enables children to build on their natural curiosity and to shape it into scientific enquiry. We nurture inquisitive minds to go from wondering 'what if?' to 'let's find out'.

We scaffold learning and skills so that children develop their understanding of the world around them with a critical eye, as well as building the confidence needed to carry out their own experiments. Science includes observing changes over a period of time, noticing patterns, making links as well as grouping and classifying things. Children explore, collect evidence and test their own hypotheses. Science is about asking good questions, suggesting possible explanations, and then testing them to see if they make sense.

At Portway, our curriculum is ambitious, knowledge-rich and carefully sequenced to ensure progression in both substantive knowledge (scientific facts, concepts and vocabulary) and disciplinary knowledge (how scientists work and think). Learning builds cumulatively from EYFS to the end of Key Stage 1 to ensure pupils are well prepared for Key Stage 2 and beyond. By the end of their Portway journey, our aim is to develop children who are independent, confident, enthusiastic young scientists who enjoy scientific learning and discovery.

"Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity." Professor Susan Greenfield, Director, Royal Institution.

Aims of Science teaching at Portway Infant School

- To develop an understanding of the world around them
- To develop scientific skills and understanding
- To teach scientific knowledge and vocabulary
- To stimulate children's natural curiosity and enjoyment in the area of science
- To encourage children to investigate and ask questions

Teaching Science

We believe that the best way for children to learn is by first hand experience. Teachers plan scientific investigations so that the children are able to find out why. Through discussions before and after the investigations, teachers help children make sense of their experiences and apply their learning in new situations.

Entitlement

In EYFS, science is taught through Understanding the World. Within the National Curriculum the programmes of study are set out stating what pupils should be taught in Science at Key Stage 1 (Years 1 and 2). We follow the 2014 National Curriculum Programmes of Study. In addition to working scientifically, there are four programmes of study for Key Stage 1,

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| <ul style="list-style-type: none">• Year 1<ul style="list-style-type: none">○ Plants○ Animals including humans○ Everyday materials○ Seasonal changes | <ul style="list-style-type: none">• Year 2<ul style="list-style-type: none">○ Living things and their habitats○ Animals including humans○ Plants○ Uses of everyday materials |
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How we plan our Science

At Portway Infant School, Science teaching is linked to topic teaching so that Science is not taught in isolation. Where possible, links with other National Curriculum subjects are made. Science is planned using the National Curriculum and carefully sequenced medium-term plans to ensure full coverage and progressive development of knowledge and skills from EYFS to Year 2.

The Science Curriculum Lead is responsible for monitoring the termly plans and ensuring the correct subject matter is being taught in each year group. All classes within the year group are taught the same knowledge and skills to ensure consistency, equity and high expectations for all pupils.

The attainment targets (in the National Curriculum) for science set out the knowledge, skills and understanding that pupils of differing abilities are expected to have by the end of each key stage.

Equal Opportunities and Differentiation

The school has a statutory responsibility to include all the children in the Science curriculum. All children are therefore given equal opportunities, particularly during practical scientific investigations. Children with SEND, disadvantaged pupils and those with high prior attainment, are supported and challenged accordingly in order to achieve in science. Starting points for learning are selected to engage all pupils, and resources are carefully chosen to avoid stereotyping.

Adaptive teaching strategies are used to ensure full access to the curriculum without lowering expectations. Scaffolding is carefully planned, and opportunities for greater depth are provided to deepen conceptual understanding. Pupils may record learning in a range of ways appropriate to their needs while maintaining high expectations.

Resources

Science resources are kept in a labelled box in the cupboard in the hall. Each member of staff is responsible for returning equipment as soon as they have finished with it. It is the Science Curriculum Leader's responsibility to monitor the condition of these resources. Any damaged resources should be reported to the Science Curriculum Lead immediately. New resources are purchased as necessary following consultation with all teachers.

Health and Safety

All teachers are responsible for planning safe activities. If in doubt teachers should consult with the Science Curriculum Leader or read the 'Be Safe,' guidance recommended by the Association for Science Education. It is the class teacher's responsibility to make all children and any adults assisting, aware of health and safety regulations. Children will be informed of any risks or hazards, but will also be encouraged to assess and identify risks themselves.

Assessment, Record Keeping and Recording

Assessment is ongoing, purposeful and used to inform next steps in teaching. Learning objectives and assessment opportunities are outlined in the teachers planning.

EYFS are assessed through Understanding the World on the EYFS profile. In KS1, children are assessed against the National Curriculum objectives.

Science books are used to collect children's work, photographs and any other evidence for science.

The Role of the Science Curriculum Lead

The Science Curriculum Lead has responsibility for the day-to-day maintenance of the Science equipment and the purchase of new equipment and materials. They will attend training and

network meetings, reporting any relevant information back to colleagues. The Curriculum Lead will monitor each year group's termly plans to ensure continuity and progression within the Science Curriculum and check on assessment opportunities. In order to monitor the teaching of science effectively, the Science Curriculum Leader will occasionally observe classroom practice.

Monitoring, Evaluation and Review

The headteacher and staff will evaluate the effectiveness of this policy annually. Data obtained from the result of teacher assessment in all year groups will be discussed and a review of both the content and the teaching strategies used will be assessed for their effectiveness. This policy will be reviewed and amended, as necessary, in light of this discussion but, as a minimum, by the review date indicated.

Harris Amjed

Science Lead

Reviewed summer 2026

To be reviewed summer 2029

