

Robert Peel Primary School

Science Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Science Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. Science Vision

At Robert Peel Primary School, all of our children are Scientists! Our intent is to give the children a Science curriculum that excites their curiosity and encourages them to explore and discover more about the world around them. Our lessons are practical and engaging; they are accessible to all learners. We teach children scientific enquiry skills that will give them the opportunity to become independent, resilient learners. We aspire for the children to remember their Science lessons, to cherish those memories and take advantage of all of the scientific opportunities available to them.

As they progress through the school, children are able to develop a range of skills and knowledge through asking questions and then seeking answers by planning scientific investigations and explaining their findings. This depth of learning helps children to become responsible, empathetic citizens, who are able to understand how Science will affect their future on a personal and global level and work successfully with others. We hope to inspire our children to be the scientists of the future – astronauts, forensic scientists, toxicologists or microbiologists!

3. Science Implementation

Curriculum Design & Coverage

	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	Children in Nursery develop their understanding of the world using all of their senses in hands-on exploration. They explore how things work and talk about and feel different forces around them. The children discuss differences between materials and changes in state. They observe changes in the seasons and how they respond to natural phenomena.					
Reception	Exploring the natural world and seasonal change Healthy Eating		States of matter Seasonal Change	The Perfect Planet Seasonal Change/Weather in different environments Planting	Living things Awesome animals Seasonal Change	Marvellous Minibeasts Seasonal Change
Year 1	Seasonal change	Animals including humans Seasonal change	Plants Seasonal change	Plants	Materials Seasonal change	Animals including humans
Year 2	Materials and their properties /	Shaping up / Properties of Materials –	Keeping Healthy	Animals including humans	Apprentice Gardener (Plants)	What's your habitat?

	Materials – suitability : Stretchy	Floating and Sinking				Changing World – Hot and Cold habitat
Year 3	Animals including humans Balanced diet	Forces and magnets	Rocks and Soils	Plants	Plants / Light	Light
Year 4	States of matter Water cycle	Animals, including humans Digestion and Teeth	Sound	Electricity	Animals, including humans Food Chains	Living things and their habitats Vertebrates/Habitats
Year 5	Living things and their habitats Human life/Plants	States of Matter/Classifying materials	Gravity and Forces	Animals, including humans Puberty	Properties of materials Rev/Irreversible change	Earth and Space
Year 6	Animals including humans Circulatory system/Diet and Exercise		Light	Evolution and inheritance	Electricity	Living things and their habits Classification

Teaching & Learning of Science

During EYFS, Science learning is centred around the Early Years Foundation Stage Statutory Curriculum and the Development Matters document. These frameworks focus on helping young children make sense of their physical world and their community through opportunities to explore, observe, and find out about people, places, technology, and the environment. Key aspects of science learning in the EYFS include:

- Curiosity and Observation: Encouraging children to notice changes, patterns, and phenomena in their environment.
- Hands-On Exploration: Providing opportunities for children to explore materials and living things
- Language Development: Building the vocabulary needed to describe what they see, hear, and feel.
- Understanding the World: Supporting children in making connections between their experiences and the wider world.

Science in KS1 and KS2

As children progress into KS1 and KS2, we adopt the PZAZ scheme of learning, which ensures progression throughout school by building on skills and knowledge year on year. Using the National Curriculum guidelines alongside PZAZ, our Science lessons give the children the opportunity to:

- 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
- become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- Practically investigate their questions using various methods of enquiry
- Formulate their own questions about the natural world.

- Practically investigate their questions using various methods of enquiry.
- Gain competence in the science skills of planning scientific investigations, gathering and analysing data and critical evaluation of investigations across the disciplines.
- Use a range of methods to gather data from investigations
- Develop an enthusiasm and enjoyment of scientific learning and discovery.

Science lessons are planned in a way to encourage full and active participation and enjoyment by all children. The curriculum has been developed to meet the needs of our children by providing them with the opportunities and experiences to actively 'do' Science to inspire a love of the subject.

School Vision Promoted through Science

In Science, Robert Peel promotes aspiration and confidence for each pupil by ensuring they have the opportunity to investigate their scientific questions and use a range of equipment and resources. This is done both individually and in small groups, which also develops their communication skills. Science learning may be tricky and this allows the children to develop their resilience by exploring that in Science, sometimes results don't always show what Scientists expect to happen.

Curriculum Connections in Science

In some instances, Science links closely to the text that is being studied in Literacy and Guided Reading sessions and also links to art work, making the unit of Science work meaningful and linked. There are close links between PE and Science.

Spoken language is also reflected in our teaching of Science. Robert Peel inspires high-quality and challenging vocabulary within Science lessons, which supports the children in articulating their Scientific reasoning and understanding.

Enrichment Experiences in Science

Robert Peel holds Science in high regard. We are developing our enrichment opportunities so that children have access to a wide range of educational experiences outside of their classroom, learning through trips and links with 'Real-life Scientists'. We celebrate Science Week each year and invite visitors, speakers, companies leading workshops in order to inspire learning. We work closely with our local secondary schools, allowing children to gain from their expertise and equipment and resources.

Science Language Development

EYFS

<i>Weather and Seasonal Changes</i>	Spring, Summer, Autumn, Winter, Season, Hot, Cold, Wet, Dry, leaves, sun, moon, light, dark, day, night, change,
<i>Healthy eating</i>	Skeletons, bones, muscles, hearts, healthy, exercise, food
<i>States of matter</i>	Material, hard, soft, wood, glass, paper plastic, shiny, metal, rock, smooth, rough, mix, float, sink, strong, freeze, melt, dissolve, disintegrate
<i>Materials</i>	Absorb, waterproof
<i>The Planet</i>	Planet, star, moon, Earth
<i>Plants</i>	Soil, plant, seed, nutrients, trowel, buds, roots, stem, petal, tree, leaf, flower, bulb
<i>Living things</i>	Head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arms, legs, animals, humans, fish, birds, insect, frogspawn, tadpoles, butterfly, cocoon

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals Including Humans Vocabulary Progression	<ul style="list-style-type: none"> Names of animal groups: fish, amphibians, reptiles, birds, mammals. Animal diets: carnivore, herbivore, omnivore. Human and animal body parts: e.g. body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills. Human senses: sight, hearing, touch, smell, taste. Exploring senses: loud, quiet, soft, rough. Other: human, animal, pet. 	<ul style="list-style-type: none"> Being born and growing: Young, offspring, live young, grow, develop, change, hatch, lay, fly, crawl, talk. Young and adult names: e.g. lamb and sheep, kitten and cat, duckling and duck. Life cycle stages: e.g. baby, toddler, child, teenager, adult; frogspawn, tadpole, froglet, frog. Survival and staying healthy: basic needs, survive, food, air, exercise, diet, nutrition, healthy, balanced diet, hygiene, germs. Food groups: fruit and vegetables, proteins, dairy and alternatives, carbohydrates, oil and spreads, fat, salt, sugar. Previously introduced vocabulary: water. 	<ul style="list-style-type: none"> Food groups and nutrients: fibre, fats (saturated and unsaturated), vitamins, minerals. Skeletons and muscles: skeleton, muscles, tendons, joints, protection, support, organs, voluntary muscles, involuntary muscles, biceps, triceps, contract, relax, bone, cartilage, shell, vertebrate, invertebrate, endoskeleton, exoskeleton, hydrostatic skeleton. Names of human bones: e.g. skull, spine, backbone, vertebral column, ribcage, pelvis, clavicle, scapula, humerus, ulna, pelvis, radius, femur, tibia, fibula. Other: energy. Previously introduced vocabulary: movement. 	<ul style="list-style-type: none"> Digestive system: digest, digestion, tongue, teeth, saliva, salivary glands, oesophagus, stomach, liver, pancreas, gall bladder, small intestine, duodenum, large intestine, rectum, anus, faeces, organs. Types of teeth and dental care: molar, premolar, incisor, canine, wisdom teeth, tooth decay, plaque, enamel, baby (milk) teeth. Food chains and animal diets: decomposer, food web. Previously introduced vocabulary: producer, consumer, prey, predator, excretion, habitat. 	<ul style="list-style-type: none"> Process of reproduction: gestation, sperm, egg, cells, clone. Changes and life cycle: embryo, foetus, uterus, prenatal, adolescence, puberty, menstruation, adulthood, menopause, life expectancy, old age, hormones, sweat. Changing body parts: e.g. breasts, penis, larynx, ovaries, genitalia, pubic hair. Previously introduced vocabulary: reproduction, reproduce, types of animals and animal groups, fertilisation. 	<ul style="list-style-type: none"> Circulatory system: circulation, heart, pulse, heartbeat, heart rate, lungs, breathing, blood vessels, blood, pump, transported, oxygenated blood, oxygen, arteries, veins, capillaries, white blood cells, red blood cells. Lifestyle: drug, alcohol, smoking, disease, calorie, energy input, energy output. Other: water transportation, nutrient transportation, waste products. Previously introduced vocabulary: carbon dioxide.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Plants vocabulary progression	<ul style="list-style-type: none"> Names of common plants: wild plant, garden plant, evergreen tree, deciduous tree, common flowering plant, weed, grass. Name some features of plants: e.g. flower, vegetable, fruit, berry, leaf/leaves, blossom, petal, stem, trunk, branch, root, seed, bulb, soil. Name some common types of plant: e.g. sunflower, daffodil. 	<ul style="list-style-type: none"> Growth of plants: germination, shoot, seed dispersal, grow, food store, life cycle, die, wilt, seedling, sapling. Needs of plants: sunlight, nutrition, light, healthy, space, air. Name different types of plant: e.g. bean plant, cactus. Names of different habitats: e.g. rainforest, desert. Previously introduced vocabulary: water, temperature, warm, hot, cold, habitat. 	<ul style="list-style-type: none"> Water transportation: transport, evaporation, evaporate, nutrients, absorb, anchor. Life cycle of flowering plants: pollination (insect/wind), pollen, nectar, pollinator, seed formation, seed dispersal (animal/wind/water), reproduce, fertilisation, fertilise, stamen, anther, filament, carpel (pistil), stigma, style, ovary, ovule, sepal, carbon dioxide. Previously introduced vocabulary: life cycle. 				

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living Things and Their Habitats Vocabulary Progression		<ul style="list-style-type: none"> Living or dead: living, dead, never living, not living, alive, never been alive, healthy. Habitats including microhabitats: depend, shelter, safety, survive, suited, space, minibeast, air. Life processes: movement, sensitivity, growth, reproduction, nutrition, excretion, respiration. Food chains: food sources, food, producer, consumer, predator, prey. Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat. Previously introduced vocabulary: senses, carnivore, herbivore, omnivore, seed, water, names of materials. 		<ul style="list-style-type: none"> Living things: organisms, specimen, species. Grouping living things: classification, classification keys, classify, characteristics. Names of invertebrate animals: snails and slugs, worms, spiders, insects. Invertebrate body parts: e.g. wing case, abdomen, thorax, antenna, segments, mandible, proboscis, prolegs. Environmental changes: environment, environmental dangers, adapt, natural changes, climate change, deforestation, pollution, urbanisation, invasive species, endangered species, extinct. Previously introduced vocabulary: carbon dioxide, fish, bird, mammal, amphibian, reptile, skeleton, bone, vertebrate, invertebrate, backbone, names for animal body parts, names of common plants, photosynthesis. 	<ul style="list-style-type: none"> Reproduction: asexual reproduction, sexual reproduction, gestation, metamorphosis, gametes, tuber, runners/side branches, plantlet, cuttings, embryo, adolescent, penis, vagina, egg, pregnancy, gestation. Previously introduced vocabulary: life cycle, pollination, offspring, fertilise, fertilisation, sepal, filament, anther, stamen, pollen, petal, stigma, style, ovary, carpel, ovule, stem, bulb, roots, mammal, adult, baby, sperm, cells, live young. 	<ul style="list-style-type: none"> Classifying: Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation. Microorganisms: bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evolution and Inheritance Vocabulary Progression						<ul style="list-style-type: none"> Evolution and inheritance: evolve, adaptation, inherit, natural selection, adaptive traits, inherited traits, mutations, theory of evolution, ancestors, biological parent, chromosomes, genes, Charles Darwin. Other: selective breeding, artificial selection, breed, cross breeding, genetically modified food, cloning, DNA. Previously introduced vocabulary: classification, offspring, characteristics, habitat, environment, adapt, variations, human, fossil, suited, cells, names of different habitats, names of animals and their body parts, species, sedimentary rock, lava, igneous rock, metamorphic rock, magma, heat, fossilisation.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Changes Vocabulary Progression	<ul style="list-style-type: none"> • Seasons: spring, summer, autumn, winter, seasonal change. • Weather: e.g. sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast. • Measuring weather: temperature, rainfall, wind direction, thermometer, <u>rain</u>, gauge. • Day length: night, day, <u>daylight</u> 					

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces Vocabulary Progression			<ul style="list-style-type: none"> • How things move: move, movement, <u>surface</u>, distance, strength. • Types of forces: push, pull, contact force, non-contact force, <u>friction</u>. • Magnets: magnetic, magnetic field, magnetic force, bar magnet, horseshoe magnet, ring magnet, magnetic poles (<u>north pole</u>, south pole), attract, <u>repel</u>, compass. • Magnetic and non-magnetic materials: e.g. iron, nickel, cobalt. • Previously introduced vocabulary: metal, names of materials. 		<ul style="list-style-type: none"> • Types of forces: air resistance, water resistance, buoyancy, <u>upthrust</u>, Earth's gravitational pull, gravity, opposing forces, driving force. • Mechanisms: levers, pulleys, gears/cogs. • Measurements: weight, mass, kilograms (kg), <u>Newton</u>s (N), scales, speed, fast, slow. • Other: <u>streamlined</u>, Earth. • Previously introduced vocabulary: air, heat, <u>moon</u>. 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light Vocabulary Progression			<ul style="list-style-type: none"> • Light and seeing: dark, absence of light, <u>light source</u>, illuminate, visible, <u>shadow</u>, translucent, energy, block. • Light sources: e.g. candle, torch, fire, lantern, lightning. • Reflective light: reflect, reflection, surface, ray, scatter, reverse, beam, angle, mirror, <u>mirror</u>. • Sun safety: dangerous, glare, damage, UV light, UV rating, sunglasses, direct. • Previously introduced vocabulary: <u>opaque</u>, transparent, sunlight, sun. 			<ul style="list-style-type: none"> • Reflection: periscope. • Seeing light: <u>visible spectrum</u>, prism. • How light travels: light waves, wavelength, straight line, <u>refraction</u>. • Previously introduced vocabulary: names and properties of materials, absorb.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sound Vocabulary Progression				<ul style="list-style-type: none"> • Parts of the ear: eardrum. • Making sound: vibration, vocal cords, <u>particles</u>. • Measuring sound: pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance. • Other: soundproof, absorb sound. 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth and Space Vocabulary Progression					<ul style="list-style-type: none"> Solar system: star, planet. Names of planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus. Shape: spherical bodies, sphere. Movement: rotate, axis, orbit, satellite Theories: geocentric model, heliocentric model, astronomer. Day length: sunrise, sunset, midday, time zone. <p>Previously introduced vocabulary: Sun, moon, shadow, day, night, heat, light, reflect.</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Electricity Vocabulary Progression				<ul style="list-style-type: none"> Electricity: mains-powered, battery-powered, mains electricity, plug, appliances, devices. Circuits: circuit, simple series circuit, complete circuit, incomplete circuit. Circuit parts: bulb, cell, wire, buzzer, switch, motor, battery. Materials: electrical conductor, electrical insulator. Other: safety. <p>Previously introduced vocabulary: names of materials.</p>		<ul style="list-style-type: none"> Flow and measure of electricity: voltage, amps, resistance, electrons, volts (V), current. Circuits: symbol, circuit diagram, component, function, filament. Variations: dimmer, brighter, louder, quieter. Types of electricity: natural electricity, human-made electricity, solar panels, power station. Other: positive, negative.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials Vocabulary Progression	<ul style="list-style-type: none"> Names of materials: wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric. Properties of materials: hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff. Other: object. 	<ul style="list-style-type: none"> Changing shape: squash, bend, twist, stretch. Properties of materials: e.g. strong, flexible, light, hard-wearing, elastic. Other: suitability, recycle, pollution. 	<ul style="list-style-type: none"> Types of rock: sedimentary rock, igneous rock, metamorphic rock. Properties of rocks: permeable, semi-permeable, impermeable, durable. Names of rocks: e.g. marble, chalk, granite, sandstone, slate. Formation of rocks and fossils: natural, human-made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil. Soil: sandy, chalky, clay, peaty, loamy, topsoil, subsoil, bedrock, mineral, organic matter, compost. Other: palaeontology. <p>Previously introduced vocabulary: soil, water, air.</p>	<ul style="list-style-type: none"> States of matter: solids, liquids, gases, particles. State change: evaporate, condense, melt, freeze, heat, cool, melting point, freezing point, boiling point, water vapour. Water cycle: precipitation, evaporation, condensation, ground run-off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail. Other: atmosphere. <p>Previously introduced vocabulary: temperature, rain, cloud, snow, wind, sun, hot, cold, absorb, carbon dioxide.</p>	<ul style="list-style-type: none"> Properties of materials: thermal conductor/insulator, magnetism, electrical resistance, transparency. Mixtures and solutions: dissolving, substance, soluble, insoluble. Changes of materials: reversible change, physical change, irreversible change, chemical change, burning, new material, product. Separating: sieving, filtering, magnetic attraction. <p>Previously introduced vocabulary: electrical conductor/insulator, bulb, translucent.</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sustainability Vocabulary Progression		<ul style="list-style-type: none"> Minibeast: insect, invertebrate, bumblebee, honey bee, earthworm (and other specific names) Environment: local environment, habitat, microhabitat, biodiversity, ecosystem, conservation, protect, depend, advantages Pollination: pollinator, nectar, pollen Food chain: consumer, predator, prey, food source, predator minibeast. Decomposer: decompose, nutrients, healthy, unhealthy, food waste, natural materials, compost, leaf litter Basic needs: shelter, suitable temperature <p>Previously introduced vocabulary: carnivore, omnivore, herbivore, plant, tree, plant part names (e.g. flower), soil, water</p>	<ul style="list-style-type: none"> Climate: climate change, greenhouse gas, greenhouse effect, global warming, carbon footprint Reduce, reuse, recycle: waste, landfill, sustainable, biodegradable Materials: litter, single-use plastic Energy: renewable, non-renewable Other: nutrients <p>Previously introduced vocabulary: material, pollution</p>	<ul style="list-style-type: none"> Climate: climate change, greenhouse gas, greenhouse effect, global warming, carbon footprint Reduce, reuse, recycle: waste, landfill, sustainable, biodegradable Materials: litter, single-use plastic Energy: renewable, non-renewable Other: nutrients <p>Previously introduced vocabulary: material, pollution</p>		

Progression of Vocabulary – Working Scientifically

KS1	LKS2	UKS2
aim answers block diagrams changes compare comparative test data describe difference different do equipment explore findings gather group identify (name) identifying, grouping and classifying investigate measure notice observe observing over time patterns pattern seeking pictogram plan questions record researching review same scientific enquiry secondary sources	similarity sort sorting diagrams table tally chart test What will we do? (plan) What do you think will happen? (prediction) What happened? (results) What have we found out? (conclusion)	accurate bar chart chart classify conclusion (What have we found out?) criteria data develop diagram evaluate evidence explanation key making a test fair method observations practical enquiry prediction (What do you think will happen?) primary sources questioning reasoning relationships results (What happened?) secondary sources standard units What do we change, what do we keep the same, what are we measuring?
		accuracy causal relationship justify line graph precision readings refute repeat readings scatter graph support variables control variable (What do we keep the same?) independent variable (What do we change?) dependent variable (What do we measure?)

From Twinkl Primary Science Vocabulary Progression

Community, Cultural & Global Learning through Science

Science is a global subject, where we learn about a range of scientists from all different backgrounds and communities. We learn about a variety of influential people from across the globe.

In Key Stage 1, pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

In Key Stage 2, they should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.

Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.

Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. They should discover the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. They might also find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

From PZAZ Knowledge progression

4. Impact

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and Lesson observations
- Team teaching and example lessons
- Monitoring and scrutiny of weekly plans
- Monitoring and scrutiny of all Science Books
- INSETs and Staff training sessions for teachers and support staff
- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in Science
- Reporting to the Governing Body as required
- Supporting new staff and providing guidance and training, when necessary

5. Resources in Science

Resources required for Science lessons can either be found in the Science Cupboard located in the main hall or in the boxes located inside the cupboard near the edge of the hall.

Robert Peel Primary School have adopted the PZAZ scheme of learning as a basis for their Science lessons. PZAZ provides a list of the resources required for each lesson, alongside an instructional video demonstrating all the experiments taught. Consumable items can be purchased on request. An audit of resources will be completed regularly and in line with staff requests in order to ensure curriculum coverage.

6. Health & Safety in Science

Children are taught how to use equipment correctly and safely, recognising risks and taking action to control them. This is in accordance with the school's overall Health and Safety Policy. Specific risk assessments are used when appropriate. These can be found on the PZAZ website and in Individual year groups' planning folders.

7. Assessment, Recording & Reporting of Science

Assessment through the key stage is continuous and is performed by the class teacher. Pupils are assessed continually throughout the year, with the teacher giving feedback orally, through marking children's work and verbally.

Each Class Teacher will take responsibility for setting end of year challenging targets for every child in Science at the start of each academic year. The Class Teacher along with the Head Teacher and Deputy will determine each child's target by using all of the available data related to their attainment and progress from the previous year, and knowledge of each child's ability and their next steps of learning

Once the individual curricular targets have been set for every child, progress towards these targets will be monitored termly. Class Teachers will meet with the Head Teacher and Deputy to discuss the progress towards targets in Science for each child and identify children who may need formal interventions or modified in class provision. This information will be collated by the Deputy and fed back to Governors during a Standards, Curriculum, Inclusion and Pupils (SCIP) Meeting.

Formal reporting takes place within the annual report to parents.

8. Provision in Science

At Robert Peel, we are committed to providing all pupils with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class. We enable children with learning and/or physical difficulties to take an active part in scientific learning and practical activities and investigations and to achieve the goals they have been set.

Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through questioning. Through careful questioning, children's knowledge and understanding will be stretched in order to create a profound understanding that can be applied and built upon.