



Subject Report 2025-2026

Subject	Science	Report prepared by	Joseph Barrios
----------------	---------	---------------------------	----------------

Overview of the year:

Science has been undertaken by a new subject leader this year but has continued to be supported by SLT. The three highlights include:

- A focus on delivering an exciting British Science week; creating memorable experiences for the children through exciting experiments, discussing science in the wider world and a poster competition.
- Developing the assessment of science across the school. Assessment guidelines have been established and will soon be integrated into termly data requirements for each pupil through Arbor.

Development of clear lesson structure for science lessons which is planned to be used from September 2026.

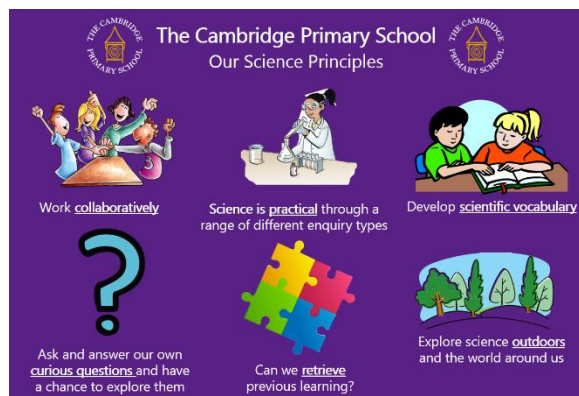
Curriculum: Intent, implementation, Impact

Intent

The teaching of Science at The Cambridge should nurture a child’s curiosity and encourage them to be inquisitive about our universe. Lessons should provide children with the memorable opportunities to experience different materials, concepts and phenomena in a hands-on way. Through Science lessons we should teach children to investigate problems, acquire subject knowledge and discover why science matters in the world.

“Human beings are curious” - Unknown

Our Science Principles outline what our Science Curriculum outcomes: Pupils work collaboratively to develop knowledge and obtain scientific skills. Pupils reflect on prior learning and enable them to see links between previous and future learning throughout school. Children learn subject specific vocabulary to enrich their substantive knowledge. They develop an inquisitiveness and question their knowledge and to understand the world around them. The children would leave having memorable experiences of science which will continue to engage them further in the subject as they move into higher education. Our Science Curriculum is planned to ensure there is clear progression throughout The Cambridge from EYFS into KS1 to KS2 and further into KS3 curriculum to progress their science knowledge.



In Science, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Ask curious questions about scientific enquiry for a purpose • Apply scientific knowledge to carry out careful observations, to answer questions and therefore draw conclusions. • Take ownership to carry out science investigations using a range of scientific equipment. • Choose scientific diagrams to record and analyse data. • Draw conclusions or identify evidence from scientific enquiries to support or refute ideas. • Expose and develop awareness of scientific connections in everyday life and the possibly of careers in STEM. 	<p>A Cambridge pupil has a clear understanding that science is present in our everyday life and have developed a natural curiosity towards investigating more. They will have taken ownership in their learning and are brave to plan, conduct and conclude their own experiments. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Pupils work collaboratively to develop knowledge and acquire scientific skills. The Cambridge continues to reflect on prior learning and enable the children to see links between previous and future learning. We provide a curriculum that gives each child the confidence and motivation to further develop their science skills into the next stage of their education.</p>

Implementation

Science is taught on a weekly basis at The Cambridge. Lessons last for 1 hour in KS1 and for 1 and a half hours in KS2. Science topics often links to the school’s thematic approach with the curriculum where appropriate but this is not always the case. Within science there is a focus on the importance of explicit teaching of scientific vocabulary. Pupils are encouraged to use this newly learned vocabulary in the correct context to develop their scientific understanding and knowledge of the wider world around them. At the beginning of each topic, pupil’s prior knowledge is activated, with them being provided with an opportunity to share

what they already know about the subject which can help inform the teacher's planning to ensure pupils are challenged appropriately.

Topics taught across each year group:

	Animals including Humans	Materials	Plants	Habitats	Forces	Electricity	Lights
	AT1	AT2	SP1	SP2	SU1	SU2	
EYFS	Do you want to be friends?	What happens when I fall asleep?	What is in the Ocean?	Tell me a story	Are we there yet?	Do cows drink milk?	
Y1	Bug's Life Animals including Humans	Moon Zoom! Animals including Humans	Enchanted Woodland Plants	Memory Box Materials	Superheros Materials	Paws, Claws and Whiskers Animals including Humans	
Y2	Castles Living Things	Street Detectives Habitats	Fire! Fire! Materials	Land Ahoy! Plants	Up Up and Away Animals including Humans	Movers and Shakers Animals including Humans	
Y3	Through the Ages & Tribal Tales Animals and Skeletons	Rocks, Relics and Rumbles (Tremors) Rocks	Rioting Romans Forces		Flow (Rivers) Plants	Scrumdiddlyumptious (Bake Off) Light	
Y4	Ancient Greeks Classification	Misty Mountain States of Matter	South America Electricity		Anglo Saxons and the Scott Sound	Vikings Digestion	
Y5	Ancient Egypt* Forces	North America Earth & Space	Tudors (Shakespeare)* Mixtures and Reactions		Settlements Life Cycles	Scream Machine Human Development	
Y6	WWI Light	The Kingdom of Benin Classification	Borders Heart and lungs	ID Evolution	WWII Electricity		

Rationale for curriculum organisation:

The science curriculum has been organised to ensure pupils build upon their scientific knowledge over time. Foundational concepts such as materials, plants and seasonal change are introduced in Key Stage 1, before pupils encounter more abstract ideas such as forces, electricity and evolution in Key Stage 2. Each unit further develops prior knowledge so that pupils can deepen their understanding and make connections across scientific disciplines.

Practical inquiry is a key area of the curriculum and there are plenty of opportunities for pupils to develop fundamental skills such as prediction, observation and recording results. These carefully planned investigations allow pupils to apply their knowledge, develop curiosity and replicate the processes scientists use to explore and explain the world.

This year, some adjustments have been made after receiving feedback from class teachers. For example, the Year 2 Plants topic has moved from Summer 2 to Spring 2 as those months have more optimal growing conditions for the plants.

What have you done to ensure that every skill is covered?

The Science curriculum has been audited against the National Curriculum to ensure full coverage of both substantive knowledge and enquiry skills across both key stages and their respective year groups.

I have monitored science to ensure the intended curriculum is delivered through planning scrutiny, book looks, learning walks and pupil voice conferencing.

The newly created assessment framework will allow tracking of this skill coverage going forward as well and a record will be created, allowing for any gaps in learning to be addressed.

<p>What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?</p>	<p>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</p>
<ul style="list-style-type: none"> • Effective questioning & discussion • Live Marking (Immediate feedback and addressing of misconceptions in the moment) • Written work is also marked following the lesson when necessary to ensure pupils receive feedback on their work, positive encouragement and recognition of their work. • Pupils self-assess using a RAG rating circle. • Going forwards the starter portion of the lesson will include a retrieval quiz to allow for continuous assessment of pupil's understanding even after a topic has been completed. • Currently Kahoot quizzes are used at the end of each science unit but this will transition into a grade of working towards or expected standards on Arbor. 	<p>I have not received any science CPD as of yet but I have developed my understanding of my subject area through my own personal research. I have watched webinars and liaised with teachers who have a lot of experience in leading the subject.</p> <p>The impact of this has been that I have developed a stronger understanding of how to elevate the subject and have begun to put that into practise. Additionally, the pupil's enjoyment and excitement around science has been raised through the various initiative running during British Science week.</p>
<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
<p>Science progression is notable, evident in students' work in both substantive and disciplinary knowledge. This is apparent through book reviews and observation of pupils' work. Monitoring in Science has been conducted through various methods including:</p> <ul style="list-style-type: none"> • Reviewing children's books • Checking curriculum coverage • Updating and revising MTP • Regular check-ins with staff • Learning walks with feedback • Pupil conferencing • Use of knowledge checkers • Annotated concept cartoons • Assessment sheet <ol style="list-style-type: none"> 1) How consistent is the structure of science teaching across the school? 2) What half-termly events can be implemented to further raise the profile of science at The Cambridge? 3) Are opportunities for practical experiences built into each science topic? 	<p><u>Fundamental British Values</u></p> <p>Foundational British Values in Science are rigorously upheld at The Cambridge, with a focus on all four values. Democracy is promoted through teamwork, fostering mutual respect and tolerance as students share opinions and views within their KAGAN mixed-ability teams. Every child is encouraged to voice their thoughts, emphasising individual liberty within a safe and supportive environment. Adaptations to learning allows for all children to achieve and progress, empowering children to explore various scientific inquiry methods and pursue their own curious questions.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>The Cambridge Learning Characteristics (BICO) are prominently displayed within science topics. Students take ownership of their work by posing curious questions, conducting experiments, and applying their knowledge to real-world situations. Encouraged to be brave and innovative, students plan, conduct, and conclude their own investigations based on their inquiries. Collaborative work is evident through KAGAN teaching strategies, fostering the development of knowledge and acquisition of scientific skills.</p>