Alderwood Haven KS2
Science Subject Policy 2025-26

Paragraph 1: Origins of the curriculum

Alderwood's Science Curriculum is derived from objectives given in the Primary National Curriculum. The Raedwald Trust programme of study is used to identify Key skills and progression is mapped through Lower Key Stage 2 to Upper Key Stage 2 objectives. These fundamental areas are addressed through delivery of different topics with scientific enquiry threaded throughout every unit. The proportionality of units that are led by biology, physics and chemistry have been considered. Teacher judgment is used to decide whether earlier KS1 objectives need to be re-visited before extending into the KS2 knowledge

Paragraph 2: Content and sequencing

We teach science in a variety of ways. We will develop children's knowledge, skills and understanding. Where possible science will be practical and will involve elements of scientific enquiry. There will be a mixture of whole-class, group, paired and individual work. Children will be encouraged to pose questions of their own and investigate possible answers. Work can be differentiated in a variety of ways, for example, through outcome, the resources provided, the work undertaken and/or the level of support given.
The library contains a range of books relating to different science topics. For each topic every class will have at least one book that relates to the science topic available within the classroom. Teachers can use ICT based simulations, animations and models to show children concepts which it is difficult or impracticable to do in the classroom.

During the placement children will have the opportunity to cover biology, physics and chemistry units.

Animals including humans	States of Matter	Forces and Magnets
Living things and their habitats		Light and Sound
Plants		Electricity

Paragraph 3: Assessment and outcomes

Assessments will be carried out on an ongoing basis using the school's formative assessment approach. Teachers will make observations during lessons and consider the work the children produce as well as during discussions with the children. Teachers will make judgments about children's knowledge and understanding and their use and understanding of key vocabulary. This will inform planning and teaching so that pupils can build on their knowledge and skills within this subject.
The principle focus of our science curriculum is to engage, inspire and challenge pupils, equipping them with the knowledge and skills to progress and learn to work scientifically.

Paragraph 4: Science and the wider curriculum

The science curriculum is an opportunity to link with strands of SMSC and British Values, here are just some examples; role modelling respect and tolerance between staff and students; clear rules for lab

style practical and classroom behaviour; listening to the opinions of others and learning to be responsible for our own health etc.

The science curriculum gives us an ideal opportunity to do broaden Cultural Capital through trips to; museums, zoos, recycling centers, garden centers, farms, archaeological sites, woods, school nurses and observatories. During lessons continuous discussion, vocabulary, video clips and imagery from the wider world provides Cultural Capital for our pupils. Every topic within the science curriculum can be linked to a plethora of jobs and future careers, making learning experiential and relevant.