



Science Action Plan 2025 – 2026

School SDP Priorities:	Success criteria:
<p>1. To achieve high standards in Reading, Writing and SPAG throughout the school and maintain strong rates of attainment across the school for all pupil groups.</p> <p>2. To develop the curriculum to promote Maths, maintaining standards to ensure that they are in line with national standards, including those pupils with SEND and PP identification.</p> <p>3. 3: To continue to develop the curriculum across the school. To develop the progression of skills in foundation subjects, to build on pupil's subject knowledge across the school. To ensure that there is a well-planned and ambitious curriculum in place.</p> <p>To develop subject leadership knowledge amongst all staff, including curriculum leaders.</p>	<p>In EYFS, our intent is to nurture children's curiosity, confidence and early scientific thinking through hands-on exploration of the world around them. We aim to develop strong foundations in observation, questioning, exploration, and simple problem-solving, preparing children for the more formal scientific learning in KS1.</p> <p>Understanding of the World is taught through our cross-curricular approach, encompassing the characteristics of effective learning. We aim to develop lively, enquiring minds through open-ended tasks and activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</p> <p>Aim</p> <p>Our aim is for children to:</p> <p>At Lovington Primary, our teaching aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically. It also aims to help children to gain an understanding of scientific processes and the uses and implications of Science, today and for the future.</p> <p>We want pupils to develop a strong knowledge of Biology, Chemistry and Physics, but also adopt a broad range of skills in working scientifically. We aim to ensure our curriculum, is suited to all needs and abilities and aims to give purposeful learning opportunities to all children at their own level. Scientific enquiry skills are embedded in each topic the children study and these topics are</p>

revisited and developed throughout their time at school. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.

Skills developed by the end of KS1:

- Ask simple questions about what they notice.
- Observe closely using simple equipment.

Sort and classify objects, materials and living things.

- Carry out simple tests with support. .
- Record simple data (drawings, tallies, simple tables).
- Use observations to answer questions and make simple suggestions.

Skills developed by the end of KS2:

- Plan scientific enquiries and identify variables, recognise the importance of fair testing and how this can be achieved.
- Take accurate measurements using a range of equipment.
- Record data in tables, bar charts and line graphs.
- Identify patterns and draw conclusions using evidence.
- Evaluate results and suggest improvements.
- Explain findings clearly using scientific vocabulary.

Assessment and Progression

KS1: Knowledge Progression

Pupils show that they can:

- Use simple scientific vocabulary correctly (e.g., roots, habitat, solid, light).

- Know basic features of plants, animals, humans, materials and seasonal changes.

- Describe simple changes, patterns or features they observe.

Working Scientifically Progression

Pupils can:

- Ask and answer simple questions.
- Make simple observations and measurements.
- Perform simple tests with support.
- Sort and classify based on obvious features.
- Record data in simple forms (drawings, tallies, simple tables).
- Use observations to explain what happened.

Assessment Indicators (KS1)

A child working at expected level will:

- Participate in practical activities confidently.
- Notice and describe changes or patterns.
- Provide simple explanations using everyday scientific language.
- Complete simple data recording accurately.
- Use their findings to answer straightforward questions.

KS2: Pupils show that they can:

- Use scientific vocabulary confidently and accurately (e.g., evaporation, classification, variable).
- Apply secure understanding of science topics (forces, states of matter, evolution, circuits, etc.).
- Connect ideas across topics (e.g., how light and shadow relate, how forces interact).

	<p>Working Scientifically Progression</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • Plan scientific enquiries and identify variables. • Take accurate, repeatable measurements with correct equipment. • Record data in tables, bar charts, and line graphs. • Identify patterns, relationships and trends in results. <p>(e.g., question → predict → test → record → conclude)</p> <p>Draw conclusions supported by scientific evidence.</p> <ul style="list-style-type: none"> • Evaluate the reliability of methods and suggest improvements. • Present findings clearly in written and oral forms. <p>Assessment Indicators (KS2)</p> <p>A child working at expected level will:</p> <ul style="list-style-type: none"> • Independently plan aspects of an enquiry. • Select and use appropriate equipment accurately. • Explain results using scientific concepts and evidence. • Make justified conclusions and evaluate limitations. • Communicate findings clearly with the correct use of Scientific vocabulary.
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Priority:	Actions:	Who:	When:	Evidence/Impact
Curriculum Progression	Review and map our four-year rolling programme. Learning experiences to ensure coverage of NC objectives.	Curriculum Champions	Autumn Term 2025	Clear progression documents. Teachers are confident in what to teach.

	<p>POS - produce progression map for knowledge & skills. Ensure smooth transition between teachers. Teachers are confident in what to teach and aware of prior knowledge from previous year groups.</p>			Pupil voice and books demonstrate knowledge and skill progression.
<p>2. Working Scientifically 5. Practical & Outdoor Learning</p>	<p>Introduce whole-school enquiry model (e.g., question → predict → test → record → conclude);</p>	<p>Curriculum Champions/Teachers All staff</p>	On going	<p>Regular practical enquiry lessons. Pupils articulate methods confidently.</p>
Vocabulary Development	<p>Develop science word banks per mixed year group/class. Display vocabulary in classrooms. Embed retrieval through lessons and quizzes.</p>	<p>Teachers All staff</p>	On going	Improved vocabulary use in books and discussions
<p>Assessment & Monitoring. Embedding of knowledge.</p>	<p>Maintain formative assessment grids per unit. Termly book looks. Moderate end-of-unit outcomes. Pupil voice.</p>	<p>Teachers All staff</p>	On going	Termly Teachers accurately assess; progression visible

	Embed retrieval through lessons and quizzes.			
Enhance practical & Outdoor Learning.	Increase hands-on experiments; develop links with local professionals/ STEM ambassadors; schedule termly outdoor sessions.	Curriculum Champions Teachers All staff	On going	Pupils more engaged; practical photos/evidence
CPD & Resources	Provide CPD on enquiry types, fair testing, differentiation. Audit resources and restock equipment.	Curriculum Champions Teachers All staff	On going	Greater use of library resources and external professionals. Improved quality of lessons; adequate equipment