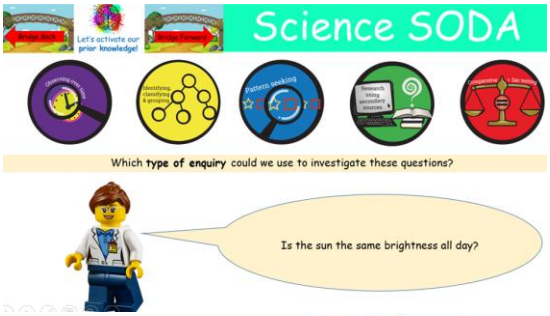
What does 'Science' look like at Adswood Primary?

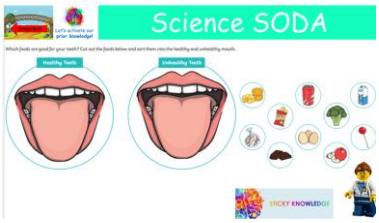
1. Curriculum mapping

Science Yearly overview 2026/27

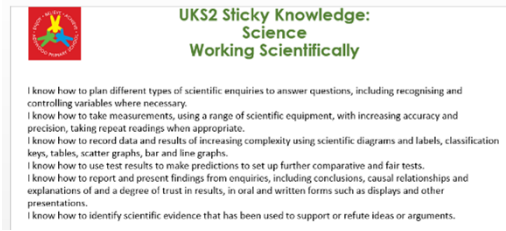
Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1	All about me	Family and festivals	Traditional tales	Transport past and present	Growing and changing	Dinosaurs
EYFS 2	All about me	Light and dark	Winter –Ice polar lands	Minibeasts	Fantasy and fables	Pirates and under the sea
Year 1	Everyday Materials The Material Spy	Everyday Materials The Time Traveller	Plants and Seasonal Change The Plant Hunter	Animals including Humans The Urban Ranger British Science Week	Sustainability The Bee Scout	Animals including Humans The Story Seeker
Year 2	Everyday Materials The Safety Detective	Everyday Materials The Junior Architect	Everyday Materials The Heritage Keepers	Everyday Materials The Global Explorer British Science Week	Living Things and their Habitats The Nature Ecologist	Animals including Humans The Human Engineer
Years 3 and 4	Rocks The Field Geologist	Light The Structural Analyst	Forces The Path Finder	Magnets The Map Explorer British Science Week	Plants The Urban Harvester	States of Matter The Hydrologist
Years 5 and 6	Forces The Global Trader	Light Reversible and Irreversible Changes	Light The Resilience Researcher	Heart and the Circulatory System The Pulse Auditor British Science Week	Classification of all living things The Biome Biologist	Life Cycles of Plants and Animals The Regenerator



We have weekly SODA activities, using pictures as the stimulus with key questions based around the five types of enquiry. These stimulate discussions and extend and reinforce **scientific vocabulary. They also give the opportunity to bridge back to previous learning and bridge forward to topics they may be taught in later years.**

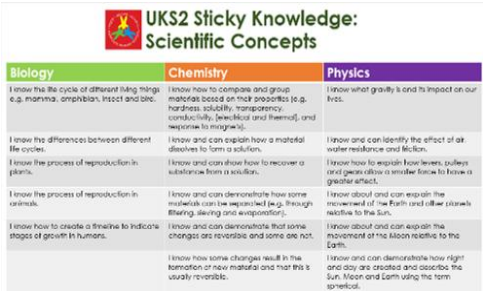


We have developed **sticky knowledge** checklists which cover conceptual knowledge and working scientifically skills for their relevant age group or Key stage. These have been incorporated into our new Silk and Stone Curriculum.



UKS2 Sticky Knowledge: Science Working Scientifically

I know how to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
I know how to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
I know how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
I know how to use test results to make predictions to set up further comparative and fair tests.
I know how to report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
I know how to identify scientific evidence that has been used to support or refute ideas or arguments.

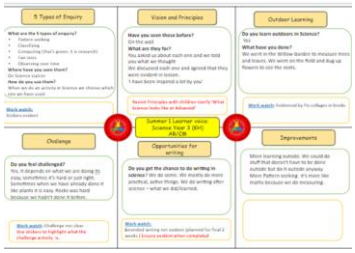


UKS2 Sticky Knowledge: Scientific Concepts

Biology	Chemistry	Physics
I know the life cycle of different living things e.g. mammal, amphibian, insect and bird.	I know how to compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical and thermal], and response to magnets).	I know what gravity is and its impact on our lives.
I know the differences between different life cycles.	I know and can explain how a material dissolves to form a solution.	I know and can identify the effect of air, water resistance and friction.
I know the process of reproduction in plants.	I know and can show how to recover a substance from a solution.	I know how to explain how levers, pulleys and gears allow a smaller force to have a greater effect.
I know the process of reproduction in animals.	I know and can demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporation).	I know about and can explain the movement of the Earth and other planets relative to the Sun.
I know how to create a timeline to indicate stages of growth in humans.	I know and can demonstrate that some changes are reversible and some are not.	I know about and can explain the movement of the Moon relative to the Earth.
	I know how some changes result in the formation of new material and that this is usually reversible.	I know and can demonstrate how night and day are created and describe the Sun, Moon and Earth using the term spherical.

2. Learner voice

We want all our learners to have a voice and to be heard. We use learner voice to impact on the way we teach Science in our school. For those learners who find Science more challenging, we want to find out how they would like us to help them to make progress and enjoy their learning. Learners have a very positive attitude towards Science across the school.



3. Adaptive teaching

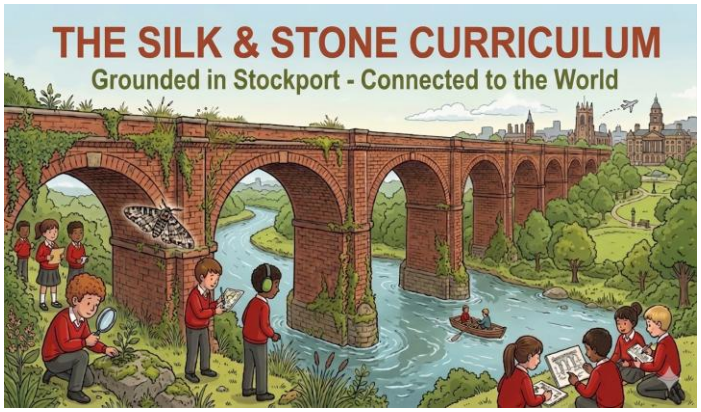




At Adswood, the teaching of **Science is inclusive** through **quality first teaching**. (as a school we use the NASENCO handbook) Provision for learners is **age appropriate** but adapted **to meet the needs of our learners.** SEN Support plans outline specific targets for our learners with additional needs.

As our Science tends to be practical/enquiry based, learners with SEN often shine in Science activities and with structured support can access the full curriculum.

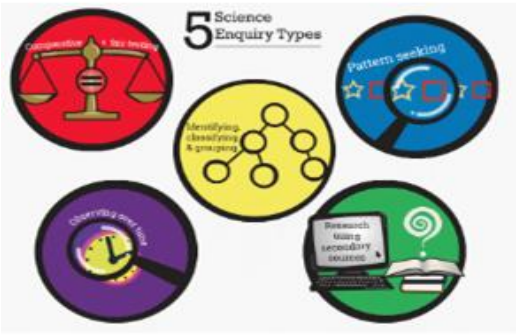
4. The Silk and Stone Curriculum



At our school, science comes to life through our **Silk and Stone Curriculum**, where children learn by asking big questions and working like real scientist, empowering students to step into specialist roles as active investigators of the natural world rather than passive recipients of facts. From their first years to their last, students explore how the natural world works—discovering everything from how materials are made to how animals and plants adapt to their environments. By combining hands-on experiments, clear thinking, and strong scientific language, we build our pupils' natural curiosity into a deep understanding of biology, chemistry, and physics. Through this journey, children learn to care for the world around them and gain the skills they need to think critically about the future

5. Scientific Enquiry

The 5 types of enquiry are displayed in each classroom on the science working wall. This is used as a basis/prompt for discussion around how we have carried out our science learning in the lesson. Science displays also showcase the class' learning journey in that subject.



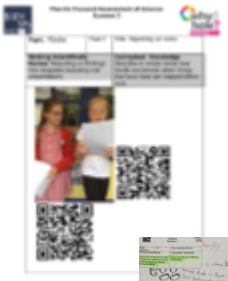
6. Opportunities for Working Scientifically.



Working Scientifically targets are on display in each classroom. These cover the five strands of; observation over time, pattern seeking. identifying, classifying and grouping, comparative and fair testing and research using secondary sources. Each class completes a TAPS assessment every half term which targets one of these strands.

We have had exciting **VVE opportunities in Science**. Classes go on trips linked to their Science themes, Visitors include, Chester Zoo (Sing for Songbirds and Palm Oil Projects), Zoo lab and silly Science workshops during BSW.











BRITISH SCIENCE WEEK

Each year we celebrate British Science week. This is extended across the term to become British Science term. This follows the Theme of that years Science week where the school follows an environmental theme where possible. During BSW school is immersed in Science throughout the whole week.

7. Cross curricular links

CHESTER ZOO

Primary Engineer® Programmes
...the first step



THALES

IN LOCO PARENTIS

We try to engage our learners in practical, fun and stimulating experiences, which feed in to other areas of the Curriculum. Through our involvement with the SSISSP Primary Partnership programme Year 5 children attend termly workshops in Science to enhance their Science curriculum. During BSW we engage learners through a variety of national competitions such as Primary Engineers, Bay lab competition and Thales glider competition.

Through our Life skills curriculum/EBA awards children in EYFS, KS1 and KS2 have the opportunity to receive awards which extend their curriculum through home learning and extra curricular activities.



8. Learning beyond the classroom

Science lends itself to outdoor learning and whenever possible we use our local environment to enhance and enrich our learners' experiences in accessing the Science curriculum. This may involve bird watching and making bird feeders to encourage native birds to our environment or a walk to the park to observe local flora and fauna in EYFS.
We have also developed links with local high schools. Our UKS2 learners regularly attend practical/ hands on Science lessons in 'real' Science labs at Cheadle Hulme School. This not only gives them an enriching Science experience but also gives them a flavour of what Science will look like in high school.



Cheadle Hulme School









CHESTER ZOO

SUSTAINABLE PALM OIL CHALLENGE



Through the visits we arrange, learners have the opportunity to extend their knowledge and experience first hand activities linked to their LCC key questions. Through our links with Chester Zoo. learners have had the opportunity to look into the effects of the damage being caused by deforestation for palm oil plantations, broadening their outlook to take on global issues.

9. Staff CPD

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As subject lead, I have attended Local Authority Science subject lead courses. and SEERIH conferences (Science and Engineering Education Research and innovation Hub). In addition to this I have led staff meetings, completed work watches, co coached my colleagues both formally and informally, I am a source of advice and support to other staff members and I have acted as an exemplar of Quality First Teaching in Science. As part of the PQSM award I introduced 'Reach Out CPD' which enables staff to have to quality online CPD.

ReachOut CPD