🔬Primary Science Curriculum Statement

Rationale

Science at Blue Sky Independent School helps pupils make sense of themselves and the world around them. Our pupils often learn best through concrete, practical and visual experiences. The science curriculum from Year 1–6 is therefore carefully sequenced and adapted from the National Curriculum, so that big ideas (e.g. *Ourselves, Plants, Materials, Forces, Electricity, Earth and Space, Habitats and Lifecycles*) are revisited in growing depth, and closely linked to health, safety, the environment and everyday life. Science is a key vehicle for developing communication, thinking skills, independence and curiosity for pupils with a range of special educational needs.

Intent

Our intent is that all pupils:

- Experience enjoyment and curiosity in science through engaging, meaningful topics from Year 1–6 (e.g. *Ourselves, Healthy Eating, Light, Water, Rocks and Soils, Forces and Movement, Sound, Earth and Space, Animals and Habitats, Teeth and Lifecycles*).

- Develop a secure, concrete understanding of key scientific concepts from the National Curriculum (e.g. *Animals including humans, Plants, Living things and their habitats, Materials and their properties, Rocks, Forces and magnets, Sound, Electricity, Earth and space*), adapted to their level.

- Build scientific language and communication, using speech, symbols, signing and AAC to describe, compare and explain at their own stage.

- Make small-step but meaningful progress in knowledge and “working scientifically” skills, and apply these to real-life contexts such as health, hygiene, safety, caring for the environment and understanding change.

- Are as prepared as possible for secondary science or their next setting, with a bank of experiences, vocabulary and confidence to take part in investigations and discussions.

Implementation

We implement this intent by:

- Organising science into sequenced, half-termly themes for each year group (Autumn 1–Summer 2), ensuring regular revisiting of key ideas (e.g. health and bodies, plants, materials, forces, habitats).

- Mapping each theme to the relevant National Curriculum programme of study, then adapting depth, pace and recording for pre-formal, semi-formal and formal learners.

- Teaching through practical, multi-sensory lessons (e.g. growing plants, magnet investigations, shadow work, circuit building, sound experiments, minibeast hunts), using the Concrete–Pictorial–Abstract approach and strong visual supports.

- Embedding working scientifically in every topic: observing, sorting and classifying, simple comparative tests, recording in accessible ways (photos, symbols, diagrams, simple tables) and talking about what was found out.

- Differentiating tasks and using alternative communication/recording methods so that all pupils can participate and succeed, with close input from SaLT, OT and other professionals.

- Using ongoing assessment and whole-school descriptors (Working Towards, Meeting, Greater Depth) to track progress in knowledge, skills, vocabulary and independence, and to inform EHCP reviews and next steps.

Impact

Our science curriculum has impact when:

- Pupils know more and remember more over time – for example, they can talk increasingly clearly about their bodies and health, plants and lifecycles, materials and their properties, forces and motion, light and sound, electricity, rocks and soils, habitats and environmental issues.

- Pupils can do more – they join in practical work with increasing independence, follow simple safety routines, help to set up and carry out investigations, and contribute to drawing simple conclusions using evidence.

- Pupils apply science to life – making better choices about health and hygiene, dressing for the weather, caring for plants and animals, using electricity safely, and understanding why recycling and protecting habitats matter.

- By the end of Year 6, pupils are better prepared for KS3 or their next setting, with a coherent experience of the adapted KS1/KS2 science curriculum, improved confidence in practical work, and the communication skills needed to express ideas and ask questions about the world.