SS Peter & Paul Catholic Primary School

Our Approach to Science

How science is taught at SS Peter & Paul · 2026–27

Intent

At SS Peter & Paul, we want every child to become a curious, knowledgeable and confident scientist who asks questions, investigates ideas and explains the world using evidence. From EYFS to Year 6, our curriculum builds scientific knowledge and working scientifically skills in a carefully sequenced way, so pupils know more, remember more and apply their learning. Our ambition is shared by all children, regardless of background, starting point or additional need, with high expectations and support that enables everyone to participate.

As a Catholic school, we nurture wonder about God's creation and a sense of responsibility for our shared world. Children connect science with everyday life, health and care for the environment. Oracy is central: pupils learn to use precise vocabulary, explain their reasoning, listen carefully and respectfully challenge ideas. We want every child to see themselves as a scientist and recognise that their questions and contributions matter.

Implementation

- **Curriculum design:** our primary science framework draws on the National Curriculum and Oak resources. Adapted lesson sequences retain the intended knowledge and working scientifically progression.
- **EYFS:** children explore plants, animals, materials and seasonal change through play, outdoor learning and talk within Understanding the World. First-hand experiences and vocabulary lay foundations for Year 1.
- **Progression:** KS1 pupils observe, identify, classify and carry out simple tests. In KS2, pupils develop systematic measurement, control variables where appropriate, interpret results and evaluate evidence within science topics.
- **D.R.A.K.E.:** Drake is our school science mascot, helping children recognise and talk about how scientists learn. His name represents Discovery, Real life, Active kinaesthetic and Enquiry-based learning. He introduces the Big Question and returns in the plenary through Drake's Challenge; enquiry cartoons reveal ideas and misconceptions.
- **Teaching and retrieval:** lessons start with LBQ in KS2 or a short quiz in KS1. Explicit modelling, diagrams and Bloom's-based success criteria connect prior knowledge with new learning and deepen understanding.
- **Scientific enquiry:** pupils observe over time, identify and classify, seek patterns, carry out comparative and fair tests, and research using secondary sources. Practical work has a clear purpose linked to the Big Question.
- **Oracy:** teachers model scientific vocabulary and explanations. Partner talk, oral rehearsal and sentence stems help pupils predict, justify and present findings. Children listen, build on others' ideas and challenge claims using evidence.
- **Inclusion:** pupils with SEND, those learning EAL and those with differing starting points access ambitious science through pre-taught vocabulary, visuals, practical resources, chunked instructions and appropriate scaffolds. Colourful semantics, talk and alternative recording help pupils show understanding; deeper reasoning extends learning.
- **Enrichment:** Science Showcase events, science POP Day, Drake's Science Lab and diverse scientist role models connect science to life beyond lessons and help children recognise their own potential.

Impact

- Pupils know more and remember more, connect scientific ideas and apply their knowledge to unfamiliar questions.
- Pupils explain what they found and why, using precise vocabulary, observations and evidence in discussion and recording.
- By Year 6, pupils plan appropriate enquiries, interpret findings and evaluate methods with increasing independence. All pupils develop confidence to contribute and see science as relevant to their lives.

Assessment

- Prior-knowledge checks, retrieval, questioning and discussion identify gaps and misconceptions.
- Oak exit quizzes adapted as Drake's Challenge check understanding of the Big Question and inform next steps.
- Half-termly summative assessments, practical work and oral and written explanations build a picture of progress.
- Teachers consider barriers to language or recording when assessing scientific understanding.
- Subject leadership reviews planning, books, lessons and pupil voice, including the experience and progress of pupils with SEND and other groups, to guide support and curriculum improvement.