



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - Science

September 2026

Science Leader: Paula Parker

Subject Overview - Intention

All children deserve to thrive through an enhanced science curriculum which will stimulate children's curiosity about phenomena and events in the world around them and give them the knowledge that enables them to understand what is happening. We firmly believe that this is the entitlement of every child at Farington Moss St. Paul's C.E. Primary School.

Science is a core subject within the National Curriculum. Our aims in teaching science are consistent with the vision of the school and in addition are designed to:

- Prepare our children for life in an increasingly scientific and technological world.
- Foster concern about, and active care for, our environment.
- Help our children acquire a growing understanding of scientific ideas.
- Help develop and extend our children's scientific concept of their world.
- Develop our children's understanding of the international and collaborative nature of science.
- Providing our children with an enjoyable experience of science, so that they will develop a deep and lasting interest and be motivated to study science further.

We aim to teach science in ways that are imaginative, purposeful, well-managed and enjoyable, giving clear and accurate teacher explanations and using skillful questioning.

We want our pupils to develop a love for science that allows them to explore and understand the world around them, creating lifelong learners and scientists who are aware of how science is relevant in their day-to-day lives. We understand our responsibility to prepare children for their next stage of education and for the opportunities, responsibilities and experiences of later life. Fundamental British Values are developed through the teaching of science by:

- Encouraging the development of positive attitudes to science.
- Building on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and responsibility.
- Building our children's self-confidence to enable them to work independently.
- Developing our children's social skills to work cooperatively with others.

Planning - Implementation

At Farington Moss St. Paul's C.E Primary School the teaching of science begins in Reception class. The [Statutory framework for the early years foundation stage](#) (published in 2021) sets standards for the learning and development of children up to five years old. All pre-schools and schools with reception classes (ages 4-5 years) must follow these standards. There are seven Areas of Learning and Development. *Understanding the World* is one of these and involves helping children to make sense of their physical world and their community through exploration and observation of people, places, technology and the environment. The following documents offer non-statutory guidance material to support our practitioners implementing the EYFS framework in school:

- [Development Matters in the Early Years Foundation Stage](#) (updated in July 2021 by Department for Education) gives age-related expectations referring to the current curriculum and examples of how to support this.
- [Birth to 5 Matters](#) (published by the Early Years Coalition in March 2021) also offers similar age-related guidance on what a child might be doing at different stages and what adults might do and provide to support children's development.
- [Plan Planning for Assessment EYFS Matrices](#) to provide early years teachers with ideas for ways to introduce children to the foundational knowledge of science that they will need in order to be well-placed to access the science National Curriculum in England at Key Stage 1. The content in the matrices is from Development Matters and could be included in either continuous provision or the usual themes used in early years settings. To help identify opportunities for including the science content from the matrices in the more common themes used in early years settings, they have been mapped to those themes.

For children in EYFS there is great emphasis on children gaining knowledge through first-hand experiences. Children learn to investigate, be curious, be enthusiastic, experiment, solve problems, pose questions, adopt appropriate language and be conscious about health and safety by seeing teachers around them operate in this way. Open-ended questions are important tools in developing vocabulary and in helping children think things through.

The National Curriculum then determines the science content from years one to six and teachers use the PLAN primary science resources for medium-term planning and assessment exemplification.

A long-term plan covering EYFS, Key Stage One and Key Stage Two ensures that all aspects of the National Curriculum will be covered in this time.

Teachers plan lessons which ensure progression and continuity and collaborate with other staff to ensure that there are no omissions or duplications in the activities offered to the children other than that which is necessary to consolidate their understanding as they themselves become more mature. The Association for Science Education (ASE) resources, including PLAN, are used to assist with both planning and assessment. Progression in vocabulary is clearly mapped out on the progression of knowledge documents.

Time allocation is designed to be flexible as that in some terms more science may be taught than in others, so long as the Science Subject Leader ensures that the overall requirement is fulfilled.

Assessment, monitoring and evidence - Implementation and impact

Ongoing assessment and review are fundamental to science teaching at Farington Moss St. Paul's C.E. Primary School. Teachers are constantly making judgements with regards to attainment and understanding in lessons and altering provision accordingly. Retrieval practice is used throughout each unit to recall and embed knowledge and skills. Feedback and marking are guided by the school marking policy. Through professional dialogue, we seek to close gaps in understanding and ensure value added attainment - intervention for support and challenge is planned accordingly. Children are assessed formatively (this can be via a quiz, written test or task) at the end of each topic and this data is used to identify children who might need further support (within the class) and by the subject leader to identify any trends across particular areas of science which may require further CPD or particular groups of pupils that are struggling/excelling. Summative assessments are made by the class teacher. These are shared with parents, SLT and the subject leader on a termly basis through parent consultation evenings and written reports. Additionally, children are assessed at the end of Key Stage Two against DfE descriptors and results reported to the DfE.

Standards are monitored in a variety of ways: book scrutiny, teacher discussions, lesson observations and pupil discussions. Governors are informed of standards on a termly basis and a named link governor meets with the subject leader to monitor standards.

Enrichment opportunities - Implementation and impact 2025-2026

Enrichment	Further Information
Forest School	All children attended Forest School led by Mrs Parker and Mrs Almond who are level 3 practitioners.
Y1 Trip to Blackpool Zoo July 2025	Link to learning about animal classification.
Y3 Trip to Manchester Museum of Science and Industry	All children took part in a variety of workshops and activities linked to STEM.
YR Trip to Windmill Farm	Link to animals and habitats.
Y2 Trip to 'Bring Yer Wellies'	Link to Plants
Lancashire Sustainability Conference	School Council, Headteacher, Link Governor and Sustainability Subject Leader attended this event to make links with new organisations and receive CPD.

Focus for learning 2025-26

Target (INTENT)	Implementation	Evaluation (IMPACT)
To ensure that teachers have the knowledge and expertise to adapt their teaching so that pupils with SEND achieve well.	Science leader to support teachers planning by providing resources for pre-teaching and scaffolding learning. Subject leader time.	Extra training led by Kate Taylor (School Advisor) and Ann Pryce (SENCO) has supported staff to make effective adaptations to their

		lessons so all children including those with SEND can achieve well and make good progress.
Highlight current issues and science in the news to stimulate science enrichment.	www.sciencejournalforkids.org provides articles for older pupils in KS2 - could be used in KSI. Newsround website. KS2 access to Picture News - sharing of science news. Participate in Great Science Share (GSS) and/or National Science Week.	Assemblies, guided reading, school trips/visits, eco club, worship group and other cross curricular links have provided opportunities across the school to highlight current issues and science in the news this year. These opportunities are well embedded to continue next year.
To improve standards at the end of KS2 so school results are in line with National results.	Monitor standards across KS2 and discuss standards in this subject in pupil progress meetings with clear interventions for pupils who are not working at the expected standard.	Standards have improved this academic year (75% Met Standard End of KS2 Summer 2026). By Summer 2027 we are optimistic that we will be in line with national standards (82% NA 2025) as our curriculum becomes fully embedded.

Staff training - Impact 2025-26

- Spring 2026 - All staff SEND adaptations training led by Kate Taylor (School Advisor).

Focus for learning 2026-27

Target (INTENT)	Implementation	Evaluation (IMPACT)
To review and improve science continuous provision in EYFS and KSI.	Science leader to monitor provision in classes and provide resources to support consolidation and retrieval of scientific knowledge and skills. Pupils can recall prior learning and make links to current topics Vocabulary and key knowledge are revisited throughout the year to secure retention Subject leader time.	
To ensure that teachers have the knowledge and expertise to adapt their teaching so that pupils with SEND achieve well.	Ensure adaptive teaching is effective. Children with SEND can fully access the science curriculum with 90% or above making expected or better progress.	

To improve standards at the end of KS2 so school results are in line with National results.	Monitor standards across KS2 and discuss standards in this subject in pupil progress meetings with clear interventions in class for pupils who are not working at the expected standard. Standards have improved this academic year (75% Summer 2026). By Summer 2027 we are optimistic that we will be in line with national standards (82% NA 2025) as our curriculum becomes fully embedded.	
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Future targets - Future intention, implementation and impact

- To further improve the quality of teaching and learning in science by embedding the oracy framework into curriculum planning and delivery. Ensure that talk is intentionally planned, structured and scaffolded to support pupils to deepen their subject knowledge and understanding.
- Provide further STEM activities and enrichments.