

# At St Saviour's School... We are scientists



*To inspire curious, confident scientists who explore, communicate, and care for the world through investigation, collaboration, and clear scientific thinking.*

## Intent

At St Saviour's School, our science curriculum is designed to meet the requirements of the Jersey Curriculum and Development Matters while preparing pupils for life in an increasingly scientific and technological world. We aim to make science relevant by linking learning to real-life applications at local, national, and international levels, fostering a sense of responsibility and active care for the environment. Our approach to teaching science is imaginative, purposeful, well-managed, and enjoyable, encouraging positive attitudes and curiosity. We support pupils in asking questions about the world and using scientific methods to seek reliable answers. Through science, pupils build essential skills such as independence, perseverance, cooperation, and self-assessment, while developing practical scientific techniques. We emphasise the development of investigation skills—including observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining, and evaluating—and the effective use of scientific language, recording methods, computing, and Oracy skills. Pupils are encouraged to articulate and discuss their scientific ideas confidently, enhancing their ability to communicate complex concepts clearly and collaboratively. Ultimately, we strive to enable our pupils to become confident and effective communicators of scientific ideas, facts, and data.

## Implementation

Class teachers deliver a weekly science lesson in KS1 and KS2, while in EYFS pupils engage in daily activities to develop their 'Knowledge of the World.' Lessons are carefully planned and delivered to ensure full coverage of the Jersey science curriculum's skills and knowledge. Pupils also access science through cross-curricular links and whole-school STEM initiatives. Teachers maintain strong subject knowledge through ongoing training and professional development. Lessons incorporate hands-on investigations and provide access to a wide range of resources and computing tools to support learning. Pupils are encouraged to develop and use subject-specific vocabulary, supported by Oracy-focused activities such as those offered through Developing Experts, which promote scientific discussion and communication. In KS2, pupils deepen their Oracy and digital skills by using Book Creator for at least one science unit, allowing them to articulate, present, and reflect on their learning in creative ways. Activities are differentiated to ensure all pupils can access the learning and make progress. Pupils demonstrate their understanding verbally or through pictures and writing, with teachers assessing comprehension to inform next steps. The delivery of science is regularly audited by a team led by the CLT, including planning reviews, teaching observations, book looks, and learning walks. The CLT meets with the STEM Minister each term to ensure that the curriculum is reflective of pupils' opinions and ideas, they consult with the wider school to support the development of the subject as part of the Pupil Government to ensure pupil voice is at the heart of all learning.

## Impact

The impact of our science teaching at St Saviour's School is that pupils acquire scientific knowledge and enquiry skills appropriate to their age by the end of each key stage. They develop the ability to evaluate scientific statements critically, using evidence to support their thinking, and confidently answer scientific questions through investigations that follow the scientific method. Pupils use Oracy skills to articulate their ideas clearly, discuss findings, and engage in scientific dialogue, which deepens their understanding and communication abilities. Progress and understanding are closely monitored through both formative and summative assessments to ensure learning is effective and targeted. Additionally, we inspire pupils by connecting their learning with real-life scientists and careers, fostering aspirations and encouraging them to consider future opportunities in science and related fields.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	<p><b>Seasons</b> – Observe changes and describe weather</p> <p><b>Animals including humans</b> – All About Me Identify/name/describe/compare</p>	<p><b>Everyday Materials</b> – Identify, distinguish, compare, and describe materials</p>	<p><b>Plants</b> – Identify and name/structure of a plant</p>
Year 2	<p><b>Uses of Everyday Materials</b> – Identify, compare and explore the use of materials</p> <p><b>Animals including Humans</b> –Growth and lifecycles</p>	<p><b>Living things and their habitats</b> – Compare living/dead/never alive as well as habitats around the world</p>	<p><b>Plants</b> – How plants grow/what they need to grow</p>
Year 3	<p><b>Farm School</b></p> <p><b>Plants</b> – Functions of plants/variations</p>	<p><b>Forces and Magnets</b> - Compare how things move on different surfaces</p> <p><b>Animals including humans</b> – Nutrition and skeletons</p>	<p><b>Rocks</b> - Appearance and simple physical properties</p> <p><b>Light</b> - Notice that light is reflected from surfaces</p>
Year 4	<p><b>States of Matter</b> - Solids, liquids or gases</p> <p><b>Electricity</b> - Construct a simple series electrical circuit</p>	<p><b>Animals including humans</b> - Food chains/digestive system/teeth</p> <p><b>Living things and their habitats</b> – Grouping</p>	<p><b>Sound</b> - Identify how sounds are made, associating some of them with something vibrating</p>
Year 5	<p><b>Properties and Changes of Materials</b> - Dissolve in liquid to form a solution, separated, including through filtering, sieving and evaporating</p>	<p><b>Animals including humans</b> - Human changes</p> <p><b>Living things and their habitats</b> – Life Cycles of Animals and Plants</p>	<p><b>Earth and Space</b> – Describe the movement of the sun, Earth and moon and their rotations/orbits.</p> <p><b>Forces</b> - Force of gravity/ air resistance, water resistance and friction</p>
Year 6	<p><b>Electricity</b> - Compare and give reasons for variations in how components function</p> <p><b>Light</b> - Light appears to travel in straight lines</p>	<p><b>Living things and their habitats</b> – Classification</p> <p><b>Evolution and Inheritance</b> - Fossils provide information about living things</p>	<p><b>Animals including humans</b> - Circulatory system and health</p>