



Science

Subject Leader Report 2024-2025



Subject Leader: Gemma Walton

Autumn Term

This term, the Science Subject Leader has been actively involved in the monitoring and delivery of Science across the school. This has involved the observation of lessons, conducting learning walks, and reviewing children's books and engaging with children in their knowledge and understanding of Science at Masefield. These activities have provided valuable insights into the teaching and learning of Science and have enabled the subject leader to further develop the provision of Science across school.

Early Years Foundation Stage (EYFS):

In Reception and Nursery, children have been immersed in learning about the natural world. It has been fantastic to observe children developing their understanding of the four seasons and how they differ throughout the year. The provision in EYFS is outstanding, and the learning environment has enabled children to apply their scientific knowledge through continuous provision and play. For instance, children have enjoyed making bird feeders in preparation for the winter months, engaging with nature and understanding how animals are affected by seasonal changes.

Key Stage 1 (KS1):

In Years 1 and 2, the children have been exploring materials, developing their understanding of the differences between materials and objects, and learning how the properties of materials vary. The children have taken part in a hands-on Science workshop where they compared and grouped materials based on their properties. During this session, they were challenged to use their investigative skills to determine the most suitable material for creating an aircraft, enabling them to apply their learning in a practical context.

Lower Key Stage 2 (LKS2):

In Years 3 and 4, the children have been studying light and sound. They have explored the concept that white light consists of a spectrum of colours, and have had the opportunity to use prisms to separate light, offering an engaging, hands-on approach to understanding light. In Year 4, children further enhanced their scientific skills by investigating how sounds are made, how they travel, and the relationship between sound and pitch. They made predictions, conducted experiments, and recorded their findings, particularly focusing on how pitch can change.

Upper Key Stage 2 (UKS2):

In Years 5 and 6, the children have been working on forces and electricity. In Year 5, children conducted a full investigation exploring the relationship between friction and air resistance. They considered dependent and independent variables, and in an exciting practical task, they designed their own parachutes to measure air resistance. Year 6 focused on electricity, where they designed and tested electrical circuits, investigating the effects of changing components such as the brightness of lightbulbs or the volume of buzzers. A workshop on electricity gave children the opportunity to use a range of equipment and experience real-world applications of their learning.

Next Steps:

Moving forward, the focus for Science will be on continuing to develop staff knowledge, particularly in adaptive teaching strategies and the use of practical resources to support scientific inquiry. Teachers will be further supported in using hands-on learning to foster curiosity and develop children's ability to work scientifically. We will also continue to ensure that all children have the opportunity to engage with the practical and investigative aspects of Science across the curriculum.



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Overall, it has been a highly successful term for Science at Masefield, with pupils from all year groups showing a growing enthusiasm and curiosity for the subject. We look forward to continuing to support and challenge our staff and pupils to further develop their scientific skills and understanding.

