



Science

Subject Leader Report 2024-2025



Subject Leader: Gemma Walton

Spring Term

This term has been a dynamic period of observation, collaboration, and development across all key stages. The Science subject lead has had the opportunity to observe lessons, conduct learning walks, monitor pupil books, and engage with children to further understand their learning experiences. Alongside this, we have continued to refine and develop our teaching procedures to ensure Science is engaging, relevant, and effective in fostering a curiosity for the natural world.

EYFS (Reception and Nursery):

This term, our youngest learners have been immersed in exploring the natural world. It has been heartening to observe the children's growing understanding of the four seasons, their features, and how these vary throughout the year. The provision in both Reception and Nursery has provided a rich learning environment that enables children to access Science through continuous provision and play. One of the highlights has been their exploration of plant and animal life cycles, which has sparked great interest and inquiry. The children had the wonderful opportunity to visit Smithills Farm, where they observed and discussed the growth of animals in real-life contexts. This hands-on learning experience was invaluable in developing their understanding of how living things grow and change.

KS1 (Year 1 and 2):

In Key Stage 1, the children have been focusing on the topic of "Animals, including Humans." They have learned about the five animal groups and built on prior knowledge to explore the life cycles of different animals. This has included discussions about how animals grow and change over time. Additionally, the children have explored the importance of staying healthy, including learning about the five food groups and how to prevent the spread of germs. As part of our school Knowledge Day, the children took part in an investigation with their parents to explore the five senses and how we use different parts of our body to experience the world. This practical investigation was engaging and informative, reinforcing the concept of using our senses to explore our environment.

LKS2 (Year 3 and 4):

In Lower Key Stage 2, the focus has been on the scientific concepts of forces and magnets. The children have been learning about how forces, such as pushing and pulling, are used to move objects. An exciting investigation was carried out to explore which materials were magnetic or non-magnetic. In Year 4, the children have delved into the concept of states of matter, investigating solids, liquids, and gases and understanding how materials can change state through processes like heating and cooling. These hands-on investigations have helped deepen their understanding of physical properties and scientific concepts.

UKS2 (Year 5 and 6):

Upper Key Stage 2 pupils have been exploring more complex scientific concepts. In Year 5, children have compared the life cycles of different animals across animal groups, identifying key similarities and differences. They also focused on plant and animal reproduction, with a particularly engaging dissection of a variety of plants to study the parts responsible for reproduction. Year 6 has been studying classification, with a focus on Carl Linnaeus and his system for organizing species. The children then created their own classification keys, applying their knowledge to classify a range of organisms. This activity not only solidified their understanding of classification but also encouraged them to think critically and analytically about living organisms.



Science

Subject Leader Report 2024-2025



Next Steps:

As we look ahead, our key priority will be to continue to support staff professional development, ensuring that teachers have a strong understanding of Science pedagogy and feel confident in delivering practical, inquiry-based lessons. We will also focus on enhancing adaptive teaching techniques and ensuring that practical resources are used effectively to support scientific investigations and work scientifically. This will ensure that all children are actively engaged in developing their scientific thinking and curiosity.

