



Science Curriculum
2025-26

Our Intent for Science at Roundhill Primary School

At Roundhill, we believe that Science is a body of knowledge built through experimental testing of ideas; it has changed our lives and is vital to our future. But Science is also methodology - a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation.

"The scientist is not a person who gives the right answers; they are the one who asks the right questions." Claude Levi-Strauss

We believe that Science inspires children, encourages them to be inquisitive, nurtures their innate curiosity about natural phenomena and enables them to develop a range of skills that are useful in all aspects of learning. From Nursery to KS2, our pupils will build up a body of key foundational knowledge and concepts. By the end of their primary education, our pupils should be equipped to make informed decisions about new technologies, their health and the scientific opportunities around them. Our Science curriculum offers a broad range of experiences designed to provide pupils with a progression of scientific understanding, skills and knowledge. Understanding of key ideas is built on across the key stages and a progression of skills allows pupils to move from early observations and exploration, to considered questioning and drawing out of ideas and conclusions. We aim for our children to leave Roundhill with broad scientific knowledge and a sense of excitement and intrigue that empowers them to explore the world for themselves. After all:

"What we know is a drop, what we don't know is an ocean." Isaac Newton

Our intent is for children to understand what it means to be a scientist, and to understand the part that influential scientists have played in forming our understanding of the world. Practical investigations enable them to behave and learn as scientists, applying their knowledge and skills to real-life situations.

Implementation

Our sequenced and progressive Science curriculum is taught through a series of termly units, allowing pupils opportunities to build on prior learning and make connections. Teachers plan and challenge pupils based on the progressive curriculum maps, unique to our school and our needs. Where relevant and appropriate, cross-curricular connections are made to link scientific understanding to other subject areas, such as Maths and Geography. Children's scientific understanding is enhanced through regular experiences, trips and visitors, including within the local area.

Teachers use assessment for learning to tailor lessons around our children and help us plan for next steps. In our school we strongly encourage all pupils to use subject specific vocabulary. Children are provided with regular opportunities to develop strategies for questioning and thinking. We monitor our school's progress in Science regularly by moderating work in-line with the PLAN exemplification materials.

Unit Overview – 2025-26

2025-26	T1	T2	T3	T4	T5	T6
EYFS Main theme links	Understanding the World (History)	Understanding the World (RE)	Understanding the World (Science)	Understanding the World (Science)	Understanding the World (Geography)	Understanding the World (Geography)
Nursery 1	<i>Who am I?</i>	<i>What is a celebration?</i>	<i>What keeps me warm?</i>	<i>How do I look after plants?</i>	<i>Where can I walk to?</i>	<i>Who lives on a farm?</i>
Nursery 2	<i>Who are we?</i>	<i>How do you celebrate?</i>	<i>What can I feel?</i>	<i>How do plants grow?</i>	<i>Where in the world can I go?</i>	<i>Who lives in the jungle?</i>
Reception	<i>Where do I belong?</i>	<i>How do people celebrate across the world?</i>	<i>Why is it cold?</i>	<i>What else grows?</i>	<i>Who do we share the world with?</i>	<i>What's under the sea?</i>
Year 1	Observing Seasonal Changes – <i>What changes in Autumn/Spring/Summer/Winter?</i>					
	Animals including Humans <i>What are we?</i>	Animals including Humans <i>How do animals vary?</i>	Everyday materials <i>What is this made of?</i>	Everyday materials <i>What properties does this material have?</i>	Plants <i>What type of plant is this?</i>	Plants <i>Where do plants grow?</i>
Year 2	Uses of Everyday Materials <i>What could my classroom be made of?</i>	Living things and their habitats <i>What is home?</i>	Animals including Humans <i>What do we need to survive?</i>	Animals including Humans <i>What do we need to survive?</i>	Plants <i>How does my garden grow?</i>	Plants <i>How does my garden grow?</i>
Year 3	Animals including humans <i>How can we live a healthy lifestyle?</i>	Forces and magnets <i>How do magnetic forces work?</i>	Light <i>How does light move?</i>	Light <i>How are shadows formed?</i>	Rocks <i>What is underneath our feet?</i>	Plants <i>How do plants survive in different climates?</i>
Year 4	Animals including humans <i>What happens to our food?</i>	Electricity <i>How does electricity flow?</i>	States of Matter <i>How do materials change?</i>	States of Matter <i>Where does our water come from?</i>	Sound <i>How are sounds made?</i>	Living things and their habitats <i>How are animals endangered?</i>
Year 5/6	Light <i>Why can't we see around corners?</i>	Animals including humans <i>How can we look after our hearts?</i>	Electricity <i>How can we control electricity?</i>	Electricity <i>How can we control electricity?</i>	Living things and their habitats <i>Darwin and Linnaeus: how are they connected?</i>	Evolution and Inheritance <i>How have living things changed and evolved over time?</i>