



We are Scientists

All pupils at Woodland Academy become scientists by using their curiosity. They have the opportunity ask questions, run enquiries and find evidence to learn more about the natural and physical world around them.

Intent

At Woodlands, we recognise the importance of science in developing children's curiosity and understanding of the world. It is our intention to provide a progressive science curriculum that builds knowledge and develops the skills needed to think and work like scientists.

We want children to ask questions, explore ideas and carry out investigations using a range of enquiry approaches. Children are provided with opportunities to observe, predict, test and evaluate through practical experiences. Scientific vocabulary is explicitly taught to support clear thinking and communication.

We are committed to ensuring all children can access and succeed in science through inclusive teaching and meaningful experiences.

We aim for children to leave Woodlands as curious, confident learners who see themselves as scientists and can engage with the world around them.

Implementation

Science at Woodlands is taught in weekly lessons through carefully sequenced units that follow the National Curriculum. This ensures clear progression from Early Years to Year 6, with key knowledge and working scientifically skills revisited and built upon over time. Each unit begins with a knowledge organiser, which children use throughout the unit to support recall, develop understanding and embed key vocabulary. Vocabulary and oracy are central to learning in science. Key vocabulary is explicitly taught at the start of each lesson and reinforced through discussion, questioning and reflection, enabling children to confidently use scientific language.

Teaching follows our Woodlands sequence and combines explicit instruction with purposeful enquiry. Lessons begin by revisiting prior learning and explicitly teaching key vocabulary, so children have the language needed to think and communicate like scientists. Teachers model new concepts clearly before children engage in practical investigations and guided enquiry. Enquiries are carefully planned to ensure they are meaningful and focused on embedding key knowledge and skills, rather than simply completing activities.

Children are given regular opportunities to observe, predict, test and evaluate, applying their understanding in different contexts. Deeper learning is encouraged using high-quality videos, discussion and research, alongside practical enquiry, enabling children to make connections and broaden their scientific understanding. Once pupils have shown a clear understanding of the knowledge, they will be provided with the opportunity to apply it. Not all learning is recorded in writing; outcomes may include diagrams, photographs and summaries. Ongoing teacher assessment, pupil voice and outcomes in books, allows us to assess and acknowledge the depth of understanding and application of skills our pupils have and plan accordingly.

Science at Woodlands develops curiosity, problem solving and communication, supporting children to think critically, develop a love of science and see themselves as scientists in the wider world.

Impact

Children leave Woodlands with secure scientific knowledge and the ability to apply this through a range of enquiry skills. Our science curriculum allows pupils to show clear progression in both knowledge and working scientifically skills across the school.

Children demonstrate curiosity, independence and confidence in exploring scientific ideas, and can apply their understanding through a range of enquiry approaches.

This progress is evidenced through pupils' ability to ask questions, carry out investigations, use scientific vocabulary accurately and reflect on their findings with increasing independence, precision and confidence when exploring scientific ideas.

Children at Woodlands are inspired to be curious, confident learners who see themselves as scientists and can engage with and understand the world around them.