



Science Policy

Approved by:
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Date: February 2026

Last reviewed on: February 2026

Next review due by: February 2027

Signed by:

Headteacher

Date: February 2026

Chair of governors

Date: February 2026

The 2021 statutory framework for Early Years Foundation Stage aims to ensure all pupils:

- explore and make sense of the physical world and community around them through observations;
- know some similarities and differences between the natural world around them and contrasting environments;
- understand some important processes and changes in the natural world around them.

The 2014 National Curriculum for KS1 Science aims to ensure all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Our School Intent

At Pear Tree Infant School, we aspire to instil our children with a lifelong love of Science through cross-curricular learning. We aim to deliver stimulating and challenging lessons through practical investigations and collaborative tasks. We want to foster excitement and curiosity whilst nurturing independence so our pupils are prepared and confident in their understanding of the world, scientific methods and their impact. Equipping our pupils with transferable scientific skills such as critical thinking and problem solving is vital at Pear Tree Infants. As a school, we are also conscious of the environment and wider world and strive to promote the same compassionate, respectable and conscious values to our children.

Implementation

As a staff, we share a positive attitude to Science aiming to explore concepts through discrete cross-curricular topics which are reviewed yearly to ensure cohort specific suitability. We ensure our children take ownership of their learning and are actively involved in each part of the lesson. Pupils are provided with specific opportunities to work scientifically through enquiry-based lessons, which aid the development and progression of their scientific knowledge and skills. All children are effectively questioned, and themselves encouraged to question the world around them. Alongside our specific collection of Science resources and texts, we use both indoor and outdoor environments to teach concepts. Vocabulary is a priority for us at Pear Tree Infants, and the correct use of scientific terminology for both practitioners and pupils is one of many important parts of our Science curriculum.

At Pear Tree Infants, we believe Science learning is successful when children have opportunities for:

- Practical experiences
- Collaborative discussion
- Building on previous knowledge
- Rich vocabulary use
- Opportunities to make cross-curricular links including to Forest School
- Effective questioning
- Use of indoor and outdoor environments

Impact

The successful approach at Pear Tree Infants results in a clear progression of knowledge and skills from EYFS through to Year 2. The promotion of a shared responsibility for the environment creates a respect for the living and non-living, whilst preparing children for an increasingly technological and scientific world. Children will progress through each half term with a richer vocabulary as well as growing confidence, enthusiasm and fascination for science and scientific enquiry. In turn, this ensures our pupils leave school with key knowledge and skills that they are then able to relate to and use in the real world.