



Science Curriculum Policy 2026

Aims and Objectives

Science has a central place within the curriculum at Thrussington Primary School. Through science, we aim to extend pupils' knowledge and understanding of the world around them and develop their curiosity about natural phenomena.

Our science curriculum is based on the National Curriculum and is delivered through the Trust-agreed CUSP (Curriculum with Unity Schools Partnership) scheme of work. CUSP provides a carefully sequenced and knowledge-rich curriculum that supports progression, vocabulary development and the retrieval of prior learning.

Through science, we aim to provide opportunities for children to:

- develop secure knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences;
- develop curiosity, questioning, imagination, creativity, independence and enthusiasm for science;
- use scientific methods of enquiry and develop investigative skills;
- build and use increasingly precise scientific vocabulary;
- make connections between prior learning and new learning;
- develop an understanding of the role science plays in the world around them.

The CUSP Science Curriculum

The Trust has adopted CUSP as the agreed curriculum for science. All teaching staff are expected to use the CUSP science scheme of work when planning and teaching science, ensuring a consistent approach across the school.

CUSP is designed to provide a coherent and cumulative sequence of learning. Learning is carefully sequenced so that pupils build on prior knowledge and develop increasingly secure understanding over time. The curriculum places a strong emphasis on knowledge, vocabulary, retrieval and explicit teaching.

Teachers use the agreed CUSP learning modules and associated resources to support high-quality teaching. These may include knowledge organisers, vocabulary resources, knowledge notes, carefully sequenced learning and cumulative retrieval opportunities.

Where appropriate, teachers may adapt the delivery of lessons to meet the needs of their class, while maintaining the agreed curriculum content, progression and high expectations. Practical investigations, outdoor learning, visitors and enrichment activities are used to enhance and deepen the CUSP curriculum rather than replace its core sequence.

Teaching Methods and Learning Approaches

Science is taught through a range of teaching and learning approaches. Teachers provide opportunities for whole-class teaching, individual learning, paired work and collaborative group work.

At Thrussington Primary School, practical and hands-on science remains an important part of our curriculum. Children are encouraged to observe, question, predict, investigate, interpret evidence and communicate their findings.

Teachers will use the CUSP sequence of learning to ensure that new knowledge is explicitly taught and connected to previous learning. Retrieval opportunities are used to help pupils remember and build upon important scientific knowledge.

Working scientifically is developed alongside substantive scientific knowledge. Children will have opportunities to:

- ask scientific questions;
- make predictions;
- plan and carry out investigations;
- observe and measure;
- identify patterns and relationships;
- record and present findings;
- draw conclusions using scientific evidence.

Class and group investigations may be recorded in class science books where appropriate to minimise unnecessary writing and maximise meaningful scientific learning.

Curriculum Organisation and Time

Science is planned using the agreed CUSP curriculum sequence, while taking account of the needs of our mixed-age classes. Where necessary, teachers may provide appropriate retrieval, recap or pre-teaching to address gaps in prior knowledge and support access to new learning.

Science is taught regularly across the school, with approximately one hour per week in Key Stage 1 and one and a half hours per week in Key Stage 2, although the organisation of teaching may vary to suit the learning module and practical activities.

Vocabulary and Scientific Knowledge

The development of scientific vocabulary is an important element of the CUSP curriculum. Teachers explicitly introduce, revisit and use relevant scientific vocabulary so that pupils can communicate their understanding accurately.

Key vocabulary is taught within meaningful contexts and revisited through retrieval and subsequent learning. Teachers support pupils to use both everyday and increasingly precise scientific language.

Knowledge is cumulative. Teachers make links to previous learning and provide opportunities for pupils to retrieve and apply what they have learned.

Inclusion and SEND

We are committed to providing effective learning opportunities for all pupils. Teachers ensure that science is accessible and appropriately challenging, while maintaining ambitious curriculum expectations.

Reasonable adaptations may include varying the presentation of information, using practical resources and visual support, providing additional adult support, allowing additional time and adapting the way pupils demonstrate their understanding.

Where appropriate, teachers use the flexibility within CUSP resources to make adaptations while preserving the essential knowledge and learning intended for pupils.

Outdoor Learning and Forest School

Outdoor learning is an important part of science at Thrussington Primary School. Our Forest School and outdoor environment provide valuable opportunities to enhance scientific learning through first-hand experiences.

Each class has opportunities to participate in Forest School sessions led by a trained Forest School Leader. Activities may support learning about habitats, plants, animals, seasonal change, materials and environmental awareness.

Outdoor learning is used to enrich and deepen the planned science curriculum. Appropriate risk assessments and the school's Health and Safety procedures are followed.

Enrichment and Community Links

We aim to raise the profile of science and inspire pupils through enrichment opportunities. These may include:

- participation in science-related reading and book initiatives;
- British Science Week and whole-school collaborative activities;
- visitors, workshops and educational visits;
- links with local secondary schools, STEM professionals and the wider community.

Where appropriate, enrichment activities are linked to and enhance the knowledge and concepts being taught through the CUSP curriculum.

Environmental Awareness and Sustainability

Science provides important opportunities for pupils to understand their relationship with the natural world. We aim to develop environmental awareness through relevant curriculum content, outdoor learning and practical experiences.

Pupils may take part in activities linked to biodiversity, habitats, recycling, sustainability and caring for the environment. Whole-school events and projects may be used to encourage pupils to apply their scientific understanding and take positive action.

Recording and Reporting

Assessment is used to identify pupils' understanding, inform future teaching and identify gaps in knowledge. Teachers use a range of low-stakes assessment approaches, including observation, questioning, practical tasks, discussion, annotated drawings, extended writing and retrieval activities.

CUSP cumulative quizzes and retrieval opportunities may be used, where appropriate, to support teachers in checking what pupils know and remember.

Assessment information is used to revisit prior learning and identify pupils who may benefit from additional support or pre-teaching before new learning is introduced.

In annual reports to parents and carers, an end-of-year update is provided on pupils' progress in science.

EYFS

In Reception, science is primarily developed through the Early Years Foundation Stage area of Understanding the World. Children are encouraged to explore, observe, question and investigate the world around them through adult-led and child-initiated experiences.

Regular investigations provide opportunities for children to predict, test ideas, observe change and communicate their findings. Ongoing observations are used to assess progress and inform future learning.

EYFS provides important foundations for the scientific knowledge, vocabulary and enquiry skills that pupils will continue to develop through the CUSP curriculum in Key Stage 1.

Health and Safety

When planning practical science, staff refer to the school's Health and Safety Policy and relevant risk assessments. It is the responsibility of all staff to ensure that practical activities are carried out safely.

The curriculum coordinator monitors the overall implementation of safe science practice. The school also uses the SAFE guidance/documentation held with the science equipment.

Roles and Responsibilities

The Science Subject Leader is responsible for supporting the effective implementation of the science curriculum across the school. This includes:

- supporting staff with the implementation of the Trust-agreed CUSP science curriculum;
- monitoring the consistency and quality of science teaching and learning;
- supporting staff development and identifying CPD needs;
- monitoring progression, curriculum coverage and pupil outcomes;
- maintaining and developing science resources;
- promoting enrichment opportunities and raising the profile of science across the school.

All teaching staff are responsible for implementing the agreed CUSP science curriculum and delivering high-quality, engaging science teaching that meets the needs of their pupils.

Monitoring and Review

The implementation and impact of the science curriculum will be monitored through a range of activities, which may include learning walks, book scrutiny, pupil discussions, staff discussions and the review of assessment information.

The policy will be reviewed annually or earlier if required following changes to Trust or national curriculum expectations.