



Science

Subject Leader Report 2025-2026



Subject Leader: Louise Wilson

Autumn Term

This term, the Science Subject Leader has been actively involved in the monitoring and delivery of Science across the school. This has involved the observation of lessons, conducting learning walks, and reviewing children's books and engaging with children in their knowledge and understanding of Science at Masefield. These activities have provided valuable insights into the teaching and learning of Science and have enabled the subject leader to further develop the provision of Science across school.

Early Years Foundation Stage (EYFS):

In Reception and Nursery, children have been immersed in learning about the natural world. It has been fantastic to observe children developing their understanding of the four seasons and how they differ throughout the year. The provision in EYFS is outstanding, and the learning environment has enabled children to apply their scientific knowledge through continuous provision and play. For instance, children have enjoyed making bird feeders in preparation for the winter months, engaging with nature and understanding how animals are affected by seasonal changes.

Key Stage 1 (KS1):

In Years 1 and 2, the children have been exploring materials, developing their understanding of the differences between materials and objects, and learning how the properties of materials vary. The children have taken part in a hands-on Science workshop where they compared and grouped materials based on their properties. During this session, they were challenged to use their investigative skills to determine the most suitable material for creating an aircraft, enabling them to apply their learning in a practical context.

Lower Key Stage 2 (LKS2):

In Years 3 and 4, the children have been studying light and sound. They have explored the concept that white light consists of a spectrum of colours, and have had the opportunity to use prisms to separate light, offering an engaging, hands-on approach to understanding light. In Year 4, children further enhanced their scientific skills by investigating how sounds are made, how they travel, and the relationship between sound and pitch. They made predictions, conducted experiments, and recorded their findings, particularly focusing on how pitch can change.

Upper Key Stage 2 (UKS2):

In Years 5 and 6, learning has centred on forces, electricity, and the Year 6 'Animals including humans' unit. Year 5 pupils carried out a full investigation into the relationship between friction and air resistance. They identified dependent and independent variables and took part in a practical task designing their own parachutes to measure air resistance. Year 6 explored electricity by designing and testing circuits, confidently explaining how changes in components affect bulb brightness or buzzer volume. As part of their 'Animals including humans' topic, Year 6 also took part in the dissection of a lamb's heart. This hands-on experience allowed pupils to develop a much deeper understanding of the structure and function of the heart and circulatory system.

Next Steps:

Moving forward, Science development will continue to focus on strengthening staff subject knowledge, particularly in adaptive teaching and the effective use of practical resources to support scientific enquiry. Teachers will receive further support in delivering hands-on learning that fosters curiosity and develops pupils' ability to work scientifically. We will continue to ensure that all



Science

Subject Leader Report 2025-2026



children have regular access to high-quality practical and investigative Science across the curriculum.

Overall, it has been a highly successful term for Science at Masefield, with pupils from all year groups showing a growing enthusiasm and curiosity for the subject. We look forward to continuing to support and challenge our staff and pupils to further develop their scientific skills and understanding.

Spring Term

This term has continued to be a productive and reflective period of observation, collaboration, and development across all key stages. The Science subject lead has had valuable opportunities to observe lessons, conduct learning walks, review pupils' books, and talk with children about their learning. These activities have helped to develop a clear understanding of how Science is taught and experienced across the school. Alongside this monitoring, teaching approaches and procedures have been further refined to ensure that Science remains engaging, purposeful, and effective in developing pupils' curiosity and understanding of the world around them.

EYFS (Reception and Nursery):

This term, our youngest learners have been actively exploring and making sense of the natural world around them. The children have developed a stronger awareness of the four seasons, recognising key features and changes that occur throughout the year. Both Reception and Nursery environments continue to offer rich opportunities for scientific learning through play and continuous provision. A particular strength has been the children's enthusiasm for learning about plants and animals, including observing life cycles and discussing growth and change. Opportunities to explore living things in real-life contexts have supported deeper understanding, allowing children to ask questions, make observations, and share their ideas with confidence.

KS1 (Year 1 and 2):

In Key Stage 1, pupils have been building on their understanding of animals, including humans. They have identified different animal groups and explored how animals grow and change over time, including basic life cycles. Learning has also focused on keeping healthy, with children developing their knowledge of the five food groups, healthy choices, and the importance of hygiene in preventing the spread of germs. As part of a whole-school focus on knowledge and enquiry, pupils took part in practical investigations linked to the five senses, working collaboratively to explore how we experience the world through our bodies. These activities supported both scientific understanding and curiosity.

LKS2 (Year 3 and 4):

Lower Key Stage 2 pupils have been developing their investigative skills through a focus on physical science. The concept of forces has been explored, with children learning how pushes and pulls affect movement in different situations. Pupils carried out practical investigations to test materials and determine which were magnetic and non-magnetic, recording their findings clearly. In Year 4, learning focused on states of matter, with pupils investigating solids, liquids, and gases. Children explored how materials change state through heating and cooling, using hands-on experiments to deepen their understanding and apply scientific vocabulary accurately.

UKS2 (Year 5 and 6):

Upper Key Stage 2 pupils have engaged with more complex scientific ideas and worked increasingly independently. In Year 5, children compared the life cycles of different animals,



Science

Subject Leader Report 2025-2026



identifying similarities and differences across animal groups. They also explored plant and animal reproduction, developing a secure understanding of key processes through practical activities and close observation. In Year 6, pupils focused on classification, learning about Carl Linnaeus and the development of classification systems. They applied this knowledge by creating and using their own classification keys to organise living things, demonstrating strong analytical thinking and scientific reasoning.

Next Steps:

Moving forward, a key priority will be to further support staff professional development, ensuring consistent confidence and subject knowledge in Science teaching across all phases. Continued emphasis will be placed on adaptive teaching strategies and high-quality practical work, ensuring resources are used effectively to support enquiry and investigation. By strengthening opportunities to work scientifically, we aim to further develop pupils' independence, curiosity, and enthusiasm for Science at every stage of their learning journey.

Summer Term