



Focus on... Looking at things differently

A lot has happened since the last issue of *Primary Science*. The new academic year is well underway, a couple of holidays have passed, and the *UK Curriculum and Assessment Review* was published in November 2025. The recommendations within it relating to primary science are broadly welcomed, especially the explicit development of climate change education in all science key stages. Hopefully, going forward, these changes will mean we see science being awarded the status it deserves in all primary schools.

Times of change in education are always challenging: the day job does not let up just because there is a new curriculum to be developed or a new inspection framework to understand. There is a real opportunity, with some courageous leadership, to help ensure that the children and young people we teach are given the highest quality offer across all our subjects. The ASE will be a real source of support and action in these times; the primary science community will be functioning at its very best to bring about meaningful change.

This issue of *Primary Science* has a wide range of articles and many of them offer different perspectives on science and teaching. With the increased use of AI, something we cannot ignore, Victoria Hedlund outlines potential bias that can emerge through the prompts used. Other articles, such as Brooke, Wilkinson and

Cooper and Smith-Stevenson, consider how different subjects can be brought together and how creative pedagogies can support the teaching of primary science. Caroline Barker, Jo Montgomery and Guy Underwood stress the benefits of outdoor learning and the importance of planning for impact. Tim Holford's podcast shares insights from a range of primary science experts and he outlines how such a resource can be used to support teaching and learning. Meanwhile, a new set of flexible free resources is described by Nicky Waller. All the articles are aimed at supporting classroom teachers in their practice and there are certainly some real insights within them.

As professionals we should have the confidence to teach our children and young people what they need and in the way that best meets their needs. Whatever national curriculum we are teaching should be there to guide the specific content and, most important, how we teach that content to the class in front of us. Primary science offers so many opportunities to engage our classes, enable them to see themselves in a subject and develop their understanding of the world around them. It is essential we start to think about this now and take every opportunity to take steps that really make a difference.

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