

SCIENTERVING WEAVING

A Primary Science Teaching Trust Research & Innovation Hub Project

AIMS

Through immersive experiences *likened to 'working like a scientist'*

• improve pupil attainment and achievement in science

ACTIVITY

Bringing people together to work in different ways...

- 7 schools (5 primaries in Sheffield &
- Eliciting perceptions and enhancing confidence through talk and practical work

EVALUATION

- 'Talk to camera' teacher and pupil commentaries in the midst of key experiences
- Talking Photoalbums produced by

- enhance teacher's knowledge and confidence in science content knowledge
- make visible rich learning journeys that interweave the skills and the content Sc3: Materials Science.

Stockport, 2 secondaries, 9 classes from Year 3-5: pupils aged 7-10 years)

- Focus on the Primary Science NC Sc3: Materials & their Properties
- Identifying children's questions that can lead authentically into curriculum design
- Working with specialist chemists and curriculum developers from high calibre Universities

Structured Input: Development Meetings x 2, Stimulus science events (shows and workshops), 3-day Immersion Event, inschool activity lead by teachers, children's conferences and special dissemination events.

Output: Range of inspirational immersive science projects, driven by the children's own questions and linked to the NC. With an emphasis on children working scientifically and communicating with their peers and school community.

each school

- Teacher and Pupil Confidence & Attitude Questionnaires
- Creative reflections Concept Maps, Magic Moment Diaries, Letters to my former self, Recipes for Success

reversible,

the opisite sation

what the children asked ...

Why are snowflakes made? How do you make fire? Why are some solids bendy? How do you make things go bang? Why is it impossible to unmix paint? What's an eyeball made of? Why is water a liquid and a table isn't?

make potions do experiments make explosions make a volcano eruption work with chemicals set fire to things mix things

what the children said they

wanted to do in science...



dioxide

neves,

m can evoparate

gas

dissolver



Dear Hannah,

It is important to know that you don't always need to know the answer to all the questions. Lots of children will ask questions that you will have no idea how to answer. Try to find a way to answer these questions through discovery and learning. You will find it is better to provide learning opportunity to find the answers than reciting a Wikipedia page. Children will remember creating a bonfire and putting it out through smothering, far more than reading a webpage about fires!

Dear Louise, Let me tell you what the children are in for... Rich, engaging, absorbing science

IGIC MOMENT!! 1000 800 700-Suphur 500 acid 300. The second -200 States and the second NEEK DANGER Sugar Carbon

Dear Suzanne,



reversible condensation) reversible

levaparation.

willing sheep - watch the dissection emipt !! and yound vesto An element of visk 3 combine various pucketful of chemicals + smetch slime to the limits. A tutorial of colleagues Due reserved 2 conicals of appA for anembiles, celebrations + albums. 15 milling sheep! 5) Pause for thought and enjoy the particles of your labour for many years to come. From the classroom kitchen of: Loxley Primary School Star Rating: ****

Remember to talk to the children. This is their project and their learning. Talk to them about what they want to do and their understanding. The feedback you get will be great.

Dear Jake,

rooted in the real world and everyday experiences... They will go on an incredible journey with you, with each other and with REAL SCIENTISTS! This process will enrich and change their lives, it will certainly change their view of science.

Be fully open minded and expected the unexpected. Do not be frightened to place yourself out of your comfort zone and be prepared to have your own knowledge base and intellectual confidence challenged! This is a good thing I promise! Embrace the opportunity to work with colleagues from all sorts of backgrounds and don't be frightened to ask questions....

66 ... it struck me how enjoyable and challenging it had all been and how rarely we get opportunity to talk and work and think in such depth about one area of teaching. (Suzanne, Science Coordinator, Sheffield)

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