

Useful Links

Please have a look through the websites to find activities suitable for the age of your child.

BBC Bitesize Science games

<http://www.bbc.co.uk/bitesize/ks1/science/>

Cannon hall farm

cannonhallfarm.co.uk

Terminology

Some of the terminology that we use throughout all aspects of science includes:

Predict: guess what will happen in the future.

Grouping and classifying: the action of putting people or things in a group. And categorising according to similarities.

Compare: when you note similarities or dissimilarities between things.

Contrast: Something that is noticeably different from another.

At Home

There are lots of opportunities to explore science at home

- You could take a walk around the local environment and look at seasonal changes. What clues can you see which tell us it is spring?
- Go on a mini beast hunt. What can you find? Why do you think the animals like to live there?
- Try making frozen lollipops. How does the liquid change once it has been in the freezer? What happens if the lollipop gets warm?
- Visit a farm. What animals can you see? What are their babies like? Can your child name the animal babies?
- Talk about your family. Can your child say how humans change as they grow older? What can an adult do that a baby cannot?

Contact

If you have any questions regarding the teaching of Science please do not hesitate to speak to your child's class teacher or contact:

Mrs Swales and Miss Hoskins
Science Curriculum Team



Royd Nursery
Infant School

Science

An Information Booklet for Parents and Carers

Science

At Royd our principle focus of science teaching is to enable children to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

The Foundation Stage

In the Foundation Stage we develop children's understanding of the world through three different aspects; People and Communities, The World and Technology. We deliver the skills children need through exciting topics such as 'Why do leaves go crispy?' where we encourage children to think about similarities and differences between seasons and places around the world. We think about changes in materials through topics such as 'Why is water wet?' where the children explore melting and freezing. We ensure that aspects of technology are integrated into all areas of our learning and ensure that children have access to technology on a daily basis.

We are keen to make learning interactive and engaging by encouraging the children to explore, ask questions and find out. The children have great opportunities to do this on schools visits to farms and museums but also when visitors come into school; for example during safety week.

Key Stage One

In KS1 children cover various elements of science. These include working scientifically where children will talk about and conduct experiments.

In addition we cover the following areas:

Plants - Identify ,name and describe a range of plants.

Look at how they mature what they need to stay healthy.

Learn about their basic needs.

Animals including humans -Name body parts of humans and animals.

Name offspring of animals.

Discuss how people can stay healthy.

Materials—Name, describe and compare a range of everyday materials.

Think about suitability for its purpose.

Discuss how solid objects can be changed by squashing twisting bending stretching.

Seasonal changes - Look at what happens in our environment as the seasons change.

Living things and their habitats -What is alive / not alive?

Look at and describe a simple food chains.

Describe different habitats and say why they are suitable.