

Every Child Is Born a Scientist ... it's our duty to foster that wonder and enthusiasm so it remains with them.

Article 29: A child's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

Dear Parents and Guardians,

I'm sure you'll agree that daylight is now starting to stretch further into late afternoon... what a wonderful feeling is it after the dark, cold evenings and frosty mornings of winter. Of course, spring is just around the corner too - ever ready to bestow the miraculous signs of new life upon us.



Along with signs of spring, I'm delighted to share you this term's Science Stars. Science is all around science really is everywhere!

Happy Easter, Mrs Woodley

Year 5-6B Taught by Mrs Woodley

Eden: Applying yourself with determination. An excellent score was achieved in our recent assessment of life cycles with plant and animal reproduction.

Amelia: Using your knowledge and understanding to achieve a superb Electricity test score! Fantastic!

Ariell: Developed your understanding of plant parts and their role in plant reproduction.

Joshua: Applying your new learning to plant reproduction tasks. Contributing well to our lesson answering challenging questions.

Jonty: Super answers using scientific vocabulary and showing your understanding in our recent assessment of life cycles and plant and animal reproduction. Excellent score achieved.

Jessica: An excellent score was achieved in our recent assessment of life cycles with plant and animal reproduction. Super answers using scientific vocabulary which showed your understanding too.

Louis: Using your knowledge and understanding to achieve a superb Electricity test score! Fantastic!

Alexander: Working hard to apply your understanding in our recent assessment of life cycles with plant and animal reproduction. Super score achieved.

George: Through drama, you demonstrated your understanding of day and night in terms of the Earth's rotation and included the Moon's orbit around Earth. Super!

Enqi: Your drama of day and night in terms of the Earth's rotation was presented with an interviewer-style news report. Super!

Year 5-6O Taught by Mrs Oliver & Mrs Woodley

Jenson: Fantastic knowledge of mammals and life cycles which he shared with the class.

Amber: Using secondary resources to create a life cycle.

Liam: Accurate recall and application of prior knowledge and learning to explain reproduction in plants.

Liam: Through drama, you demonstrated your understanding of day and night in terms of the Earth's rotation. Super!

Destiny: You demonstrated your understanding of day and night in terms of the Earth's rotation by creating a drama. Super!

Year 5-6R Taught by Mrs Woodley

Lily: Developed your understanding of plant parts and their role in plant reproduction and a plant's life cycle.

Siyanna: An excellent score was achieved in our recent assessment of life cycles with plant and animal reproduction. Clearly showing your understanding too.

Maisie: Showing your resilience to overcome challenging questions and apply your understanding in our recent assessment of life cycles with plant and animal reproduction. Super score achieved.

Harroop: Applying yourself with determination. An excellent score was achieved in our recent assessment of life cycles with plant and animal reproduction.

Henry: Excellent use of precise vocabulary when comparing gestation lengths and life spans. Data accurately presented on a double-axis graph. Super!

Jacob: Applying your knowledge and understanding to achieve a fantastic Animals including Humans test score!

Mason: Applying your knowledge and understanding to achieve a superb Animals including Humans test score! Fantastic!

William: Super answers using scientific vocabulary and showing your understanding in our recent assessment of life cycles and plant and animal reproduction. Excellent score achieved.

Jessica: Enthusiastically engaging in our lesson. Developing your understanding of plant parts and their role in plant reproduction. Contributing throughout our lesson answering challenging questions.

Year 3-4Cam

Isabella: For showing excellent understanding of pitch and fair testing in our Sound topic.

Thomas: For demonstrating excellent knowledge in his end of unit assessments on both Sound and Light.

Daniel: For much improved focus during science lessons which has been reflected in his end of unit assessments.

Evie: For showing excellent knowledge in her end of unit assessment on Sound.

Lyla: For showing knowledge in her end of unit assessment on Light.

Amelia: For her enthusiasm in sharing her learning in Science and excellent results, particularly in the Light assessment.

Deedee: For using scientific vocabulary to show her scientific understanding.

Balraj: For his enthusiasm in science and understanding of working scientifically.

Year 3-4C

Bonnie: Accurate drawing of a bar chart following an investigation about hearing sound over a distance.

Olivia: Neat and accurate recording of her results generally following her investigations

Sam: For carrying out investigations in a careful and methodical way.

Phoebe: For sensibly carrying out her investigations, but also for helping others by explaining clearly what they needed to do.

Year 3-4DD

Ellie-Rose: For a good understanding of opaque and transparent objects.

Jacob: For explaining how soundproofing stops vibrations.

Sierra: For investigating reflective materials.

Sam: For explaining why the moon is not a light source.

Amelia: For investigating shadows. For explaining how soundproofing stops vibrations.

Eesha: For explaining how we hear.

Lilly: Investigating sound at a distance.

Year 2C

Orla: Identifying uses of everyday materials.

Logan: Explaining the difference between man-made and natural materials.

Christopher: Describing different ways that materials can change shape.

Willow: Wonderful explanation of the recycling process.

Elliot: For asking lots of questions when planting.

Megan: For exploring And testing out which materials are absorbent.

Rocco: For spotting uses of everyday materials and being able to talk knowledgably about why objects are made from certain materials.

Orla: For being able to talk about what is inside a seed.

Year 2H

Harvey: For using scientific terminology in class discussion.

Oliver: Thinking scientifically when planning investigations.

Kaidan: Persevering through tricky scientific concepts.

Fergus: For identifying materials in our topic.

Isla: For sorting natural and man-made materials.

Shaniya: Knowing being about to identify the four types of how materials move – bend, stretch, twist and squash.

Robyn: Identifying and discussing the uses of different materials.

Jenson: For knowing how and why we recycle.

Year 1B

Seb: Describing the properties of materials.

Manahal: Investigating whether materials are waterproof and describing what she could see.

Archie: Finding different items and naming their materials. For listening to others and working well collaboratively.

Logan: Describing how day length changes throughout the year.

Year 1C

Aiden: Talking and discussing what materials will be waterproof.

Isla: Spotting objects made from different materials outside.

Molly: Being able to talk knowledgably about the day length changes during different seasons.

Paige: For talking about changes between seasons.