

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

Dear Parents and Guardians,

It never ceases to amaze me how enthusiastic and talented the scientists of Blanford Mere are! Even in what has been a short half-term, the children below have challenged themselves to explore the world and its phenomenon, build new skills and share their learning with others in order to develop their understanding and knowledge.

Here are the latest Science Stars.

Happy half-term, Mrs Woodley – Science Lead

5-6B

Henry: An excellent explanation of how we see objects because images are reflected from objects into our eyes. Giving reasons for different densities of shadows due to opaque, translucent or transparent materials. Principles 3

Elizabeth: Producing an accurate, written conclusion by identifying improvements to your fair test investigation; an excellent explanation of surface reflection results completed your work. Principles 6

Grace: Engaged in our lesson today by answering challenging questions and identifying the position of angles of reflecting light after your practical investigation. Principles 5, 6

Poppy: You can explain transparent, denser materials like water refract or bend light making an image distorted. Sunlight splits into 7 colours of a spectrum when it hits a raindrop. Principles 5, 6

Harrison: An excellent explanation of how light bends, or refracts, when it travels through a transparent, denser material such as water. Super! Principles 5, 6

5-6R

Daniel: An excellent explanation of surface reflection results. You also identified improvements to your fair testing investigation in the Conclusion. Principles 6

Archie: Engaged in our lesson today when practically investigating how to change the direction of light using mirrors; identifying the position of angles of reflecting light accurately too. Principles 5, 6

Dougie: You were fully engaged when practically investigating how to change the direction of light. You identified the position of angles of reflecting light; then you used a protractor to ensure these reflective angles were equal to angles of incident. Super! Principles 5, 6

Henry: Understanding that light bends, or refracts, when it travels through a transparent, denser material such as water; when light hits a raindrop or prism, it splits into 7 colours making a spectrum. Super! Principles 5, 6

Seth: You can explain transparent, denser materials like water refract or bend light making an image distorted. Sunlight splits into 7 colours of a spectrum when it hits a raindrop. Principles 5, 6

Emily-Rose: Explaining the difference between opaque, translucent and transparent.

James Hart: Explaining how light travels in straight lines.

5-6D

Harley: An excellent explanation of how we see objects because images are reflected from objects into our eyes. Giving reasons for different densities of shadows due to opaque, translucent or transparent materials.
Principles 3

Alexandra: For a detailed explanation of the parts of the eye.

Xavi: Investigating refraction and explaining your findings.

Hannah: For explaining how light travels in straight lines. For measuring the angle of reflection accurately.

Tate: For explaining how light travels in straight lines. For measuring the angle of reflection accurately.

3-4O

Ruby: For using her scientific knowledge and understanding to classify animals.

Amelia: Her fantastic recall of MRS GREN from previous learning and applying it to new learning.

Luca: His superb knowledge of the characteristics of invertebrates.

Destiny: Sharing her knowledge of animals with other children. We all now know that cats are lactose intolerant.

Archie: Archie explained that cat's hunt mice and they are predators.

Kyla: Clearly identifying local habitats and discussing the threats that they face.

3-4C

Joseph: For using a variety of criteria to group animals.

Isabella: For thinking carefully of relevant questions to use to organise animals into different groups.

Joshua: For asking relevant key questions to classify living things.

Enqi: For using scientific vocabulary to identify and complete a labelled drawing of an invertebrate.

3-4J

Aaron: For his outstanding knowledge of the natural world and his passion for animals.

Sammy: For his passionate approach to science and living things.

Harry: For his enthusiasm in science and the support that he offers to other children in science lessons.

Masie: For her enquiring approach to finding and identifying invertebrates in the local environment.

Chloe: For her excellent understanding of habitats and her clear and informative presentation of how we can look after local habitats through our behaviour.

2W

Eleanor: For recalling and sharing some fantastic facts about Rachel Carson, who studied the world's oceans and was one of the first scientists to discuss human's environmental impact in the 1950s.

Marilyn: For working well with her team when categorising items into living, not alive and never lived.

Jamie: For sharing some excellent thoughts about our local habitat, and how we might ensure this is protected in the future.

2B

Arjun: Creating a fantastic fact file all about Rachel Carson and her important work to do with the ocean.

Everly: Sorting and categorising items around her into living, dead and never alive using her knowledge of life processes.

Matthew: Applying his knowledge from previous learning to new topics and sharing his ideas confidently with the class.

1C

Elizabeth: Elizabeth was so excited to see the cress growing each morning when she came into school. Such enthusiasm!

Noah: Noah was keen to see what had happened when we set up a cress experiment to test growing conditions. He made careful observations. Good boy!

Benas: Benas loved tasting the cress we had grown!

Frankie: Frankie always participates fully in lessons and is engaged with her learning.

Ava-Lily: Ava-Lily enjoyed planting cress seeds and making 'cress heads'! she made astute observations when comparing whose cress had grown the most.

Harry: Harry could talk about what seeds need to grow based on his observations.

1J

Francesca: For thinking of many scientific questions when our plant topic was introduced.

Evie: For showing enthusiasm when carrying out our Cress experiment.

Adam: For using scientific vocabulary when observing changes.

Ashleigh: For sharing great ideas within class discussions in Science Week.

REC C

Grayson: Explored floating and sinking. Grayson gave a good explanation of what this means.

Megan: Explored mini beasts in the dig pit and shared her observations about them.

REC P

Chloe: Explored floating and sinking. Chloe stated, 'My boat is floating because it is plastic.'

Oliver: Explored floating and sinking. Oliver stated, 'I have made an anchor to weigh the boat down in the water.'

Nursery

Izzy: For fantastic work on the life cycle of a frog and butterfly.

Jack: For wonderful work on the life cycle of a frog and butterfly.

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.