

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 the daylight is now starting to stretch further into late afternoon... what a wonderful feeling is it after the dark, cold evenings of the winter. Of course, spring is just around the corner too – ever ready to bestow the miraculous signs of new life upon us.



really is

I hope you get chance to enjoy some fresh air nature during February Half-Term. Along with spring, I'm delighted to share with you this half Science Stars. Science is all around us; science everywhere!

Nursery

Isla: We froze the ice and put it on the trees to hang on the trees for an ice ornament then the sun came out and it melted away.

Molly: The ice thawed when the sun came out.

Reception C

Elliot F: Explored different tastes. 'The lemon was sour.'

Lottie: Explored her sense of smell and she could name all 5 senses. 'It smells like toothpaste'

Reception P

Jessie: Explored different textures. 'I liked the feathers. They felt soft.'

Archie: Explored his sense of smell. 'My favourite smell was the apple juice. It smelt sweet'

Year 1C

Sidney: Always curious to find out things! Always asking and answering lots of questions!

Georgia: Fantastic contribution to lessons with a wealthy knowledge about materials and their suitability.

Zara: Thoroughly enjoyed the gingerbread man waterproof investigation. When the material wasn't waterproof, the gingerbread man got wet! Zara's little face was just wonderful. Science is fun!

Year 1J

Kayla: For using amazing scientific vocabulary when identifying and naming materials.

David: For sharing lots of great ideas when investigating if materials are waterproof.

Louie: For discussing and describing what materials are made from when sorting.

Jenson: For being so enthusiastic when conducting our investigation and using scientific vocabulary.

Year 2W

Lucas: Sharing excellent thoughts when re-capping the different ways we can sort animals.

Samuel: Discussing and describing the different offspring of animals, and how they start life.

Harley: Sharing lots of ideas during our group work when discussing the features of different classifications of animal.

Eesha: Describing the human life cycle using excellent scientific vocabulary.

Deedee: Conducting a brilliant fair test when investigating if older children are faster than younger children.

Year 2B

Maddison: Sorting and matching a wide range of animals to their offspring whilst describing them accurately.

Balraj: Carefully researching the animal groups using a range of books and then presenting his knowledge using a clear, loud voice.

Noah: Use of key vocabulary when ordering the human life cycle.

Hugo: Working hard to clearly explain the results of our investigation into whether you get faster as you get older.

Year 3-4O

Bobbie: Exploring the dissected daffodil to name the parts of the flower.

Jack: Thinking like a scientist and explaining what he knows, and how he knows, using scientific vocabulary.

Harry J: Being totally immersed in science lessons and making connections with previous learning.

Liam: Making some super observations about how water is transported around plants.

Ruby: Making detailed predictions about what she thought would happen in an investigation and supporting these predictions with evidence.

Rose: Making detailed observations during investigations and presenting her findings and conclusions in a clear, easy to follow way.

Year 3-4C

Rayarn: Using scientific vocabulary when describing the transpiration process in plants.

Oliver: Explaining results and drawing conclusions when investigating what plants need to grow and survive.

Sienna-Rose: Sharing lots of ideas during our investigations when discussing predictions.

Aurora: For producing a beautifully presented and informative poster to describe the process of photosynthesis.

Year 3-4K

Willow: Excellent prediction using prior knowledge during an investigation.

Chloe: For being able to explain photosynthesis, constantly contributing and a clear explanation of her Curious Question answer.

Leo: For his excellent evaluation of the investigation 'Can plants grow without leaves?'

Harry: Always contributing answers throughout the lesson and completing all tasks using the scientific names for parts of a flower to explain process of pollination.

Year 5-6B

Libby: Understanding the differences between complete and incomplete metamorphosis and comparing animal life cycles which show these changes. Engaged in our lesson and answering challenging questions. Principles 4, 6, 9

Dexter: Your learning always continues outside of the classroom and you regularly share your knowledge with others, describing examples in detail. Carefully considered answers to a range of challenging questions. Understanding similarities between mammal life cycles and identifying exceptions such as egg-laying mammals. Principle 9.

Alyx: Understanding the role of flower parts in making seeds as part of plant reproduction. Principles 4, 6,

Lily: Achieving a very high Greater Depth score in our 'Living Things and Their Habitats' assessment. Well done. Principle 9.

Mylo: You were one of the 2 highest scoring Year 5 pupils! Excellent. Achieving a very high Greater Depth score in our 'Living Things and Their Habitats' assessment. Principle 9.

Araya: Achieving a very high Greater Depth score in our 'Animals including Humans' assessment. Well done. Principle 9.

Olivia: Making a big effort to apply your learning and achieving a high Greater Depth score in our 'Animals including Humans' assessment. Super. Principle 9.

Year 5-6R

Daniel: Making comparisons between animals' life cycles and identifying where metamorphosis takes place. An excellent range of examples given alongside well-presented work! Principles 4, 6, 9

Seth: Understanding similarities between mammal life cycles and other animal groups. Identifying exceptions such as egg-laying mammals. Super effort to consider challenging questions and contributing so many answers in our lesson today. Principles 2, 4, 6, 8

Ruby: Answering lots of questions about the parts of flowers and how they help to produce seeds as part of plant reproduction life cycle stages. Principles 4, 6,

Lola: An excellent score in our 'Living Things and Their Habitats' assessment; achieving Greater Depth too! Well done. Principle 9.

Archie: Achieving a very high Greater Depth score in our 'Living Things and Their Habitats' assessment. Well done. Principle 9.

Year 5-6D

Demi: Comparing the life cycles of mammals.

Olivia D: Describing how the life cycles of mammals are different.

Molly: Comparing the life cycle of mammals.

Tate: Explaining the seven life processes.

Ethan: An excellent understanding of our topic on living things and their habitats.

Hannah: Fantastic results in our end of topic test.

Lily May: Fantastic results in our end of topic test.

Happy half term, Mrs Woodley – Science Lead.