Dear Parents and Guardians,

Welcome to the first Science newsletter of the year. Encouraging children to observe the world around them broadens their minds to so many possibilities. As I always say: "Science is all around us. Sciencė is everywhere!" Indeed, there certainly has been a lot of Science taking place this half term in school. We always help the children make links between science in everyday life and the focus of our Science lessons. Read on to learn about our recent Science Stars.

5-6B

Priya: Participating eagerly in our lesson and applying new knowledge and scientific vocabulary to classify vertebrates. Identifying differences and making comparisons. Principles 3, 4, 8 challenging yourself by setting a personal target - Principle 9

Iris: Working scientifically by applying new skills and scientific vocabulary to create her own branching diagram to classifying vertebrates.
Principles 4, 8

Araya: Understanding Scientific Kingdoms to group organisms and how scientific ideas can be supported or refuted. Working Scientifically.
Principles 1, 4, 8

Oliver: Thoroughly engaging in our lesson to deepen your understanding of feeding relationships within habitats and how survival depends on energy transfer from a range of sources from Producer to secondary consumers. Scientific vocabulary used accurately. Answering challenging questions.
Principles 1, 3, 6, 9

Maxwell: Engaging in our lesson to deepen your understanding of feeding relationships within habitats and how survival depends on energy transfer from a range of sources from Producer to secondary consumers. Answering challenging questions and applying this understanding to your own knowledge which you freely shared with the class. Principles 1, 3, 6, 9

Lily: Organising Kingdoms based on Carl Linnaeus's system which is still used today by scientists. Participating enthusiastically in our lessons and answering a lot of questions. Working Scientifically. Principles 1, 4, 8

5-6R

Sofia: Identifying differences and answering challenging questions to classify vertebrates. Recalling features and characteristics to work scientifically. Principles 3, 4, 8

Joshua: Applying new skills and scientific vocabulary to create his own classification key and branching diagram to classify vertebrates. Working Scientifically. Principles 4, 8

Lily: Organising Kingdoms based on Carl Linnaeus's system which is still used today by scientists. Participating very well in our lessons. Being inspired to deepen your understanding by watching videos at home linked to our learning of bacteria, protists and fungi. Working Scientifically. Principles 1, 4, 7, 8

Hope: Engaging in our lesson to deepen your understanding of sorting species using Kingdoms. Always so focussed and trying hard to work scientifically. Principles 1, 6, 8

Tate: Asking and answering difficult Curious Questions to deepen your understanding. Used Carl Linnaeus's Kingdoms to sort bacteria, protists, animals, plants and fungi. Principles 1, 6, 8

Leon: Thoroughly engaging yourself in our lessons and developing everyone's Science Capital when sharing your knowledge and understanding. Your range of Curious Questions are so pleasing. I'm very proud of the scientist you're becoming. Principles 1, 3, 6, 7, 8, 9

Todd: Participating eagerly in our lesson and answering difficult Curious Questions to deepen your understanding. Sharing your own knowledge to help other children learn. Principles 6, 7, 8

Noah: Engaging and participating in the lesson and identifying and clarifying animals in their habitats. Principles 1, 3

3-4C

Alby: For showing great enthusiasm and knowledge during all science lessons
Jack B: For sharing his excellent knowledge and enthusiasm on forces with the class.

Merryn: For contributing lots of great ideas to our science discussions.
Liam T: For making great justified predictions during our friction investigation.

3-4D

Harry: Showing an excellent understanding of pushing and pulling forces.

Xavi: Using accurate scientific vocabulary when describing the effects of friction on different surfaces.

Jaiya: Producing brilliant work on the topic of air resistance.

Zach: A great understanding of magnetic and non-magnetic materials.

Jack: Making excellent contributions to our magnetic strength investigation.

Olivia: A fantastic explanation of why magnets attract or repel given objects.

3-4O

Lennon: Sharing some amazing ideas about forces.

Destiny: A clear explanation of her understanding of the effect of friction.

William: Superb explanation of air resistance using real-life examples.

Isabel: Explaining how magnets attract and repel.

Lily-May: Beautifully presented, detailed write-up of an investigation into magnetic materials.

Mylo: A detailed write-up of an investigation into the strength of magnets.
Lola E-W: Explaining how magnetic forces affect the behaviour of magnets.

2B

Daniel: Identified and grouped a variety of plants.

Jessica: Included a large variety of garden plants when designing her own garden.

Dylan: Fantastic description of trees and their structure.

Jenson: Described and explained parts of a plant and their purpose.

Jaxon: Described the perfect conditions that a plant needs to grow.

2P

Amelia: For sharing her prior knowledge of the structure of plants.

Tobias: For being able to name a range of common and wild plants.

Joshua: For being able to describe the difference between evergreen and deciduous trees.

Harry: Explained how leaves make food for the plants using the sunlight
Sammy: Identifying the signs of autumn on our autumn walk!

1C

Amelia: Wonderful recording of which body parts we use for our five senses.

Jamie: Knowledge and understanding of the world and always sharing this with the rest of the class.

Harry: Enthusiasm and ideas about different types of animals.

1W

Matthew: For naming and labelling different body parts confidently.

Olivia: For demonstrating excellent knowledge about migration.

Amelia: For showing clear understanding and enthusiasm when classifying different animals.

RC

Noah: For his keen interest and knowledge about minibeasts.

Francesca: For being able to clearly explain how rainbows occur.

RJ

Arlo: For using his sense of taste to describe the flavour of a radish.

Ellie-Rose: For her observations of minibeasts in the dig-pit.

Nursery

Grayson: When observing a rainbow, 'because it's been raining'
'when it's a little bit sunny and raining you get a red, blue, yellow'.

Daisy: When observing the weather, ' I felt a big splat from the sky.... rain comes from the sky'.

Fingers crossed for dry and sunny skies during Half Term. Why not take the chance to spot signs of autumnal Science whist you're out and about?

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

Yours sincerely,

P. Woodley
Science Lead

Article 29 - Your education should help you use and develop your talents and abilities.