

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,

Amidst the mixed wintery, weather we have been experiencing lately, there have been very reassuring signs of new life as we approach Easter: colourful displays of daffodils and tulips, spring lambs bounding around in fresh air, birds busily preparing nests and laying eggs and the lime-green buds of new leaves waiting to burst open.



Our resident chicks have hatched after several days in their incubator in Reception class. Their wet feathers are now golden and fluffy and the chicks are happily chirping to the children.

*Just as nature is working hard, so are the scientists of Blanford Mere! I'm proud to share with you this half Term's Science Stars.*

Enjoy spotting signs of new life during the Easter break. Science is all around us; science really is everywhere! **Happy Easter, Mrs Woodley – Science Lead.**

### Nursery

The children have been discussing the chicks we have in Nursery.

Bella Rose: "They start off as an egg and then they grow and crack and then a chick comes out."

Izzy: "The chicks grow up. We had to wait for two days to see what happened. Then they get all fluffy."

### Reception C

Kaidan: For his fantastic use of language when sharing his observations of the chicks.

Ivy: For her detailed explanation of a frog life cycle.

### Reception P

Jack: For his curious questions about the chicks.

George: For his fantastic observations and questioning about the chicks.

### Year 1C

Georgia: Beautiful presentation of work about a famous scientist – Charles Mackintosh. Well done!

Jacob: Loved making observations when heating/cooling foods.

Riley: Always enthusiastic and loves to learn. Riley is a true scientist in the making!

Lyla: Shows enjoyment when investigating and exploring.

Harry: Enjoyed exploring objects that could float and sink.

Sienna: Always engaged in our learning enabling her to make careful observations. Good girl!

### **Year 1J**

Marni: For using amazing vocabulary when we were investigating floating and sinking.

Isabella: For asking lots of questions when learning about famous Scientists; Charles Macintosh.

Scarlett: For spotting signs of Spring on our walk and discussing her findings.

Filip: For taking part in the heating and cooling investigation.

### **Year 2W**

Autumn: Recalling great facts about the life of Rosalind Franklin.

Charlie: Excellent discussion around the life cycle of a chicken, particularly how they use their egg tooth to hatch.

Harry B: Discussing how to develop a healthy diet.

Mya: Brilliant reasoning when discussing how exercise can make your heart stronger.

### **Year 2B**

Well done to the whole of 2B. You are all Science Stars this term because of your hard work with our class assembly. You have all shown passion and dedication towards Science and our topic of Animals including humans. You should all be very proud of yourselves. Well done 2B!

### **Year 3+O**

Luke: Sharing ideas about how seeds dispersed and explaining what he understood.

Freya: Using and applying her knowledge to complete the end of unit assessment with full marks.

### **Year 3+C**

Jonty M: For an excellent score in his end of unit assessment, showcasing his learning on Plants.

Josh G: For a great score in his end of unit assessment, showcasing his learning on Plants.

Connor R: For showing a really good understanding of the different methods of seed dispersal.

Amelia M: For clearly presenting her work to show her understanding of seed dispersal.

Daisy-Mae D: For asking curious questions and making detailed observations when dissecting a flower to learn about the different parts.

Darcey M: For using scientific vocabulary when explaining seed dispersal.

### **Year 3+K**

Chloe: Using and applying her knowledge from previous sessions in our end of topic assessment.

Harry: Accurately using scientific vocabulary across the entire lesson to label and explain the functions of different parts of the flower.

Henry: Used his previous scientific knowledge and input during the lesson to complete all asks and answer our curious question using the correct scientific vocabulary.

### Year 5-6B

Harvie: Explaining how the evidence we have today can prove ideas of spherical planets. Principle 6.

Leo: Henry: Ethan: Lola: Dexter: Jack J: A group project - A model of relative distances in the Solar System. Skills used: Modelling, measuring, ordering and comparing. Principle 1, 5, 9

Jack S: Inspired and wowed today comparing relative distances of planets from the Sun with our model Solar System. Principle 1, 5, 9.

Isabelle: An excellent explanation of how shadows change position and length in relation to the Sun's position; understanding the apparent movement of the Sun through the sky. Principles 6, 8

Lacie: Creating an 'Oreo cookie' model of the lunar month's Moon phases, recognising the differences between waxing and waning and making comparisons. Principles 2, 4, 6

### Year 5-6R

Harry: For writing a detailed explanation of the evidence that has been found to explain the shape of the Earth, Sun and moon.

Archie: Gracie: Holly: Riley: Harrison: Henry: Jaiya: A group project - For working as a team and persevering when making a model of the solar system.

### Year 5-6D

Danny-Lee: Explaining how the evidence we have today can prove ideas of spherical planets. Principle 6.

Alexandra: Mike: Kamran: James: Zach: Laila-Mae: A group project - A model of relative distances in the Solar System. Skills used: Modelling, measuring, ordering and comparing. Principle 1, 5, 9

Luke: An excellent explanation of day and night in terms of the Earth's position in relation to the Sun. Principles 6, 8

Thomas: Creating an 'Oreo cookie' model of the lunar month's Moon phases, recognising the differences between waxing and waning and making comparisons. Principles 2, 4, 6

