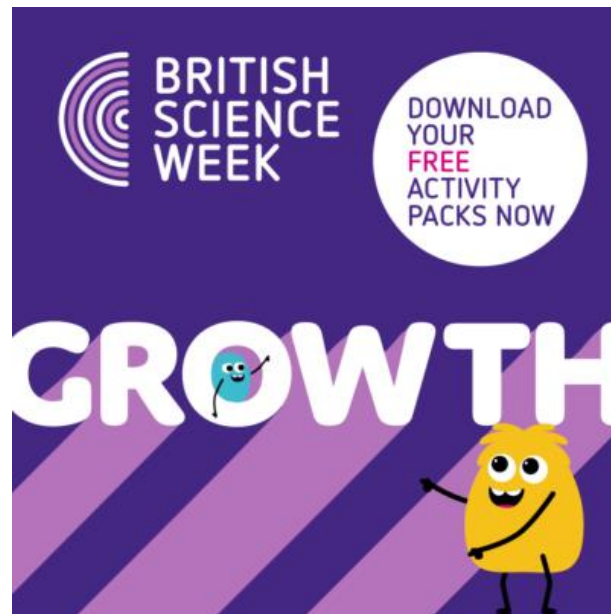


Rosehill School – Curriculum Project

Science Week 2022



Subject Lead: Rachel Allbrighton
Project Dates: 14th – 18th March 2022

Key Learning Objectives

At the end of the Project the pupils will have worked scientifically by:

- Showing an understanding of science particularly in growth
- Having an understanding of the different aspects of growth (life cycles within humans and animals, plants and construction within cities)
- Engaging, with increased interest, with different scientific experiments and challenges, for example, observing and recording with some accuracy, the growth of a variety of plants as they change over time
- Performing simple tests
- Using simple equipment to perform tests
- Being able to use simple measurements to record data and discuss their findings
- Identifying and classifying
- Asking simple questions about growth and using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions



School Development Plan Links:

Behaviour and Attitudes Priority 3C - Increase opportunities to further develop life skills and independence across all ages

Quality of Education Priority 2B - Learning opportunities are personalised, differentiated, offering challenge

Project Content

How does Science, particularly growth, impact us and our environment?

Science plays an important role within education as it gives us opportunity to gain a better knowledge of why things function, how the world works around us driven through curiosity, reasoning, exploration and experimentation through trial and error.

The theme of this year's British Science Week covered the topic of growth:- of people, plants and animals. It also encouraged the pupils to think about the growth of buildings and having a 'growth mindset'. Through a range of scientific projects and resource the pupils were encouraged to observe, explore, investigate and discuss the exciting theme of growth and discover how science is part of our everyday lives!

There were many cross-curricular links throughout the week through STEM – science, technology, engineering and maths! This has been taught through biology and plants, biology and human development as well as animal development and life cycles. Physics and technology through the growth of construction, expansions and evolution of our cities.



Project Content continued ...

How does Science, particularly growth, impact us and our environment?

Children have been able to identify a range of plants and the structure of the plants such as roots, stem, leaves, flower. Children through planting seeds and observing the recordings of planting as well as through those plants already existing can show how plants have changed over time (e.g. leaves falling off and the new life cycle of buds opening). They have been able to compare their findings through testing to show how plants live, and what they need to live as well as what certain plants prefer - photosynthesis (more sunshine, water, suitable temperature etc).

Not only have children discussed the processes of reproduction of plants they have also seen the impact of germination, growth and survival of what plants need, supporting the children's understanding of why plants are important within our environment.

This is much the same for humans and animals, seeing the impact of the life cycle but also how they survive (needing the right types of nutrition as they cannot make their own foods). Children have also discussed what humans and animals need to survive and the correct conditions to support this. Food chains therefore make an impact on the environment through producers, predators and prey.

Through the growth of construction, expansions and evolution of our cities growth impacts us because of there being more employment potential, as well as looking at the different types of buildings through archaeology supporting in history.



Impact on Children and Young People

Children were beginning to show curiosity and engagement through all aspects being of a practical nature

Children have begun to develop and progress their knowledge and understanding of how things grow

Children were able to promote their pupil voice and opinions through questionnaires

Children were able to write up their own experiments and theories given a structured format



Impact on Children and Young People

Children became more observant with the reproduction and process of plants, animals and humans

Imagination, creativity and being open minded has been portrayed and expanded on

Children were able to promote a hard working ethos through the different skills undertaken, being able to work collaboratively as a team

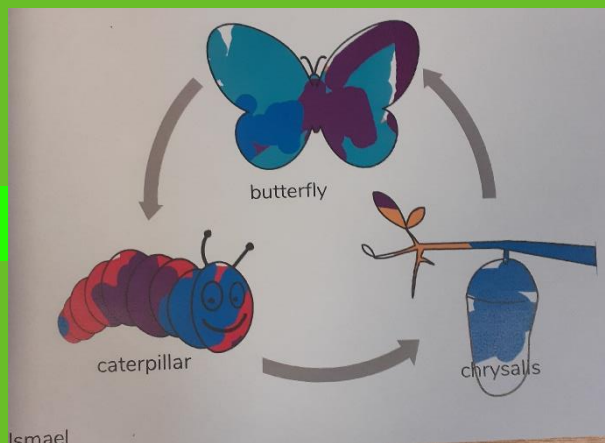
Children were able to work logically to perform simple experiments, enhancing scientific skills and knowledge already learnt



Impact of Science Week Through Photographs



Impact of Science Week Through Photographs



Impact of Science Week Through Photographs



"We've enjoyed growing seeds and observing the changes"

Class 11 – Key Stage 3 Pupil

"Class 6 enjoyed creating and designing using spaghetti and marshmallows"

Key Stage 2 Pupil

"We liked to plant the seeds and watch what happened throughout the week"

Key Stage 3 Pupil

"Class 2 relished finding out about life cycles – frogs and butterflies"

Key Stage 1 Teacher

"Class 1 have loved completing practical sessions especially measuring themselves"

Key Stage 1 TA

"The pupils engaged well with the construction of buildings using different materials (spaghetti and marshmallows/Lego/paper etc)"

Teacher



Pupil Voice/Questionnaires completed:

The majority of pupils who completed questionnaires expressed that they enjoyed science week, and a few pupils stated that they would like to complete more practical activities during science lessons

Next Steps

1

Pupils to continue to develop their curiosity for science by engaging in practical sessions

2

To further develop practical, engaging experiments and activities across all science bands

3

Plan an exciting three-year curriculum to ignite exploration and curiosity (commencing Sept 2022)



Developments will be overseen by the Science Lead and reviewed as part of the science action plan 2022