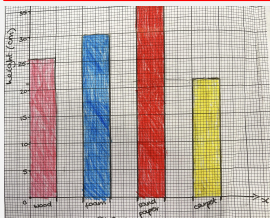


LA Key Need:

Ensure monitoring and moderation of assessment across KS2 includes the five enquiry types



Progress: Following SLP KS2 Moderation training, SL knows the importance of using the 5 enquiry types as part of the teaching process which is well established. Monitoring use of the enquiry types ensures coverage, pupil independence and engagement.



Moderation of working scientifically, recording data and results using scientific diagrams and labels, looked at across year groups and level of independence.

Bald Spa University
Personal Science Assignment
For: Crabs and Amphipod Animal

Amphipods

Yellow tip:
 got poisoning
 probably with
 me finish

Antlers:
 to fight for protection

Blind:
 long and points to
 dig into leaves to
 forage for food

tail:
 for guiding to
 keep cool

spade:
 for protection
 against being
 spoked captured.

Life span: 80 years - if lived an average life ✓

Habitat:

- river bed;
- Not in a river;
- In a woodland;
- forest with streams ✓

Diet:

The diet of this kind is simple:

- grubs • other birds
- worm larvae • aquatic marine mouse
- mites • larvae

Then, this creature survives using its 6 antlers to fight and yellow blind tail to sting the prey and kill it for good. Its antlers are used for fighting antlers to keep them strong.

Predator and Prey:

These are the predators:

- badgers
- deer
- rabbits rabbits
- snakes
- hedge hogs
- squirrels

These are the prey:

- moose
- other birds
- larvae
- worms
- mites

The children are working on a project about the properties of water. They are using a digital scale to measure the mass of water and a measuring cylinder to measure the volume of water. They are also using a red tray to catch any water that spills.

The children have recorded the following data:

Mass	Volume	Mass of water	Volume of water
0.96	0.96	0.96	0.96
1.92	1.92	1.92	1.92
2.88	2.88	2.88	2.88
3.84	3.84	3.84	3.84
4.80	4.80	4.80	4.80
5.76	5.76	5.76	5.76
6.72	6.72	6.72	6.72
7.68	7.68	7.68	7.68
8.64	8.64	8.64	8.64
9.60	9.60	9.60	9.60
10.56	10.56	10.56	10.56
11.52	11.52	11.52	11.52
12.48	12.48	12.48	12.48
13.44	13.44	13.44	13.44
14.40	14.40	14.40	14.40
15.36	15.36	15.36	15.36
16.32	16.32	16.32	16.32
17.28	17.28	17.28	17.28
18.24	18.24	18.24	18.24
19.20	19.20	19.20	19.20
20.16	20.16	20.16	20.16
21.12	21.12	21.12	21.12
22.08	22.08	22.08	22.08
23.04	23.04	23.04	23.04
24.00	24.00	24.00	24.00
24.96	24.96	24.96	24.96
25.92	25.92	25.92	25.92
26.88	26.88	26.88	26.88
27.84	27.84	27.84	27.84
28.80	28.80	28.80	28.80
29.76	29.76	29.76	29.76
30.72	30.72	30.72	30.72
31.68	31.68	31.68	31.68
32.64	32.64	32.64	32.64
33.60	33.60	33.60	33.60
34.56	34.56	34.56	34.56
35.52	35.52	35.52	35.52
36.48	36.48	36.48	36.48
37.44	37.44	37.44	37.44
38.40	38.40	38.40	38.40
39.36	39.36	39.36	39.36
40.32	40.32	40.32	40.32
41.28	41.28	41.28	41.28
42.24	42.24	42.24	42.24
43.20	43.20	43.20	43.20
44.16	44.16	44.16	44.16
45.12	45.12	45.12	45.12
46.08	46.08	46.08	46.08
47.04	47.04	47.04	47.04
48.00	48.00	48.00	48.00
48.96	48.96	48.96	48.96
49.92	49.92	49.92	49.92
50.88	50.88	50.88	50.88
51.84	51.84	51.84	51.84
52.80	52.80	52.80	52.80
53.76	53.76	53.76	53.76
54.72	54.72	54.72	54.72
55.68	55.68	55.68	55.68
56.64	56.64	56.64	56.64
57.60	57.60	57.60	57.60
58.56	58.56	58.56	58.56
59.52	59.52	59.52	59.52
60.48	60.48	60.48	60.48
61.44	61.44	61.44	61.44
62.40	62.40	62.40	62.40
63.36	63.36	63.36	63.36
64.32	64.32	64.32	64.32
65.28	65.28	65.28	65.28
66.24	66.24	66.24	66.24
67.20	67.20	67.20	67.20
68.16	68.16	68.16	68.16
69.12	69.12	69.12	69.12
70.08	70.08	70.08	70.08
71.04	71.04	71.04	71.04
72.00	72.00	72.00	72.00
72.96	72.96	72.96	72.96
73.92	73.92	73.92	

Impact: SL confident that pupils know how to collect and interpret useful data; Scientific vocabulary is learned, practised and used as children interpret their evidence; children develop their scientific independence in a variety of ways and are able to voice their learning.

[illegible]

Document breaks down the 'I can' statements into manageable chunks. Completed by Y6 teacher throughout Y6 to inform final judgement - working scientifically examples recorded and mapped against examples in books.

Comparative & fair testing; whether type of liquid affects the amount of water resistance an object experiences.

Class teacher next steps	<p>Ensure children's learning is evident in greater independent recording - at their level eg. cloze activities, greater scaffolding or scribed discussion.</p> <p>To use simple graphing to record their results</p> <p>To make Science Enquiry evident in books.</p>	<div> <div>F</div> <div>S</div> <div>P</div> <div>I</div> </div> <div> <div>EKS</div> <div>EKS</div> <div>EKS</div> <div>EKS</div> <div>WTS</div> <div>WTS</div> </div>
	<p>To share Science book when previously taught Year 3&4 to support, provide links and expectations</p>	
	<p>Remember use of outside agencies to support delivery and enhance science capital when available</p>	

Our next steps: Share and purchase *Primary Science Skills and how to teach them - PSTT*. In the Autumn Term timetable CPD session around Working Scientifically to address any gaps.

LC Key Need:

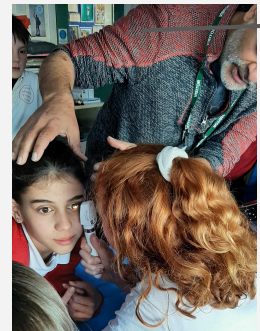
Enhance parental engagement and to continue to develop science based relationships with local companies nearby eg ARCC and Granta Park Biomedical campus

Progress: Science discussions around opportunities for parental engagement gleaned from questionnaire and how best we can utilise and enhance this going forward to enhance the Science Capital of all children. Local Science companies contacted.

Engaging with Granta Park increases the children's Science capital. Whole school community BBCCiN ramble to The Apiary where staff served drinks and snacks



Local company ARCC hosted a day for Y6 showcasing their products from drawing board, design to production; cross-curricular approach to engineering/ Science. Local parent Scientist dissected a heart



Parent GP visits to explain how we see, supported vocabulary followed by a modelled eye dissection which children emulated. - concluded using an ophthalmic light.

ARCC Innovations visit resulted in pupils' designing their own e-bike looking at frame design, materials, size and effect of wind resistance. Electrics and metal welding experienced practically.

Impact: Enhanced Science Capital for children (see slide 17). Parents/local community forge a good, productive relationship with the school. 100% pupils will see Science being used in real life environments. Pupils have become aware of potential STEM careers in their locality by engaging with engineers (ARCC), scientists (Illumina), Granta Park and Wellcome Genome Campus opportunities..



Illumina Scientists visit UKS2 to talk about their careers, how they succeeded and future plans. This elicited some curious questioning from pupils - "Do I need to spell well to be a scientist?"; "Are there lots of women working at Illumina?"

Wellcome Genome Campus visit; real life Scientists talk to children and provide a tour of their laboratories to witness real-life science in action whilst studying Inheritance.



Our next steps: Start a regular after school Science Club - Contact Crest and STEM Ambassadors for ideas and resources/funding to enable us to do this. Continue to engage feeder Secondary School with support for transition activities.