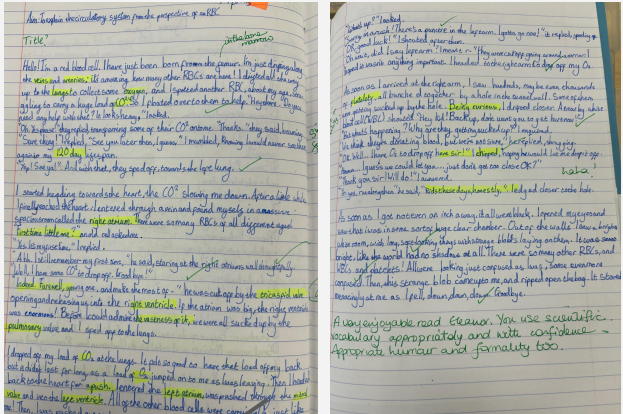


WOA Key Need: Continue to enhance our cross-curricular planning for Science

**Progress:** SL and teachers share successful cross-curricular planning; MTP's now include opportunities for science enrichment - posted to the community. Outdoor Learning cross-curricular links mapped formally and celebrated.



Cross-curricular approach to Science - Diary of a Red Blood Cell to gauge understanding of the Circulatory System and correct use of respective vocabulary. Reviewed from Scientific and English perspective.



**Impact:** 100% of teachers assess pupils gaps, accommodating their interests and abilities by teaching science in an accessible way. Pupils make connections to their own lives; links take their learning deeper; a cross curricular approach adds relevance, context and provides links to careers and Science Capital.

- Enrichment opportunities**
- Abington Woods - using this as the basis of an environment/habitat, children mould, with clay, their adapted creature; using natural materials they add to their model to clarify any camouflage or features. Children position their adapted creature within their specific habitat (eg under a mushroom). Photos taken. In class, children use these photos to explain: habitat, offspring, appearance, adaptive traits, diet, survival skills etc.
  - Reading comprehension - Charles Darwin
  - Create a Reading Comprehension of an animal/plant of their choice - secondary sources. Using Slides, they create an information text and comprehension questions. Given to Y5 as a comprehension exercise. Passed back to Y6 for marking and feedback to Y5. Homework exercise
  - Beak Shape Investigation - pattern seeking - to find out which adaptations contribute to natural selection and survival. Present data, graph and conclude.
  - Imagine adaptations in humans in the future and why this may happen.
  - Potential visit to Illumina to see Scientists in action re DNA- Science Capital
  - Extract DNA from a banana. Enrichment in December
  - Cross-curricular English - Write a biography of Mary Anning (or another)
  - Children write a letter as Charles Darwin or another key scientist on aged paper after editing - use as a corridor display to celebrate their learning, presentation, history, but marked as Science focus
  - Corridor Display of Pupils relatives - can you spot the parent?

GA Primary School @GA\_Primary · Mar 16  
Class 4 shared their wonderful science learning with the whole school and parents on Friday, in their class assembly focused on teeth, digestion, bones and more. A fitting end to #ScienceWeek @Psqm\_HQ Brilliant confidence, singing and dramatic skills shown by all.



Class 4 Science Assembly. Quality of science vocabulary and knowledge shared by the pupils commented on by parents with Scientific background; one parent Science lead in a Cambridgeshire Village College.

**Our next steps:** Broaden the cross curricular approach by using resources such as STEM Learning to support the teaching of science through topics such as music and art. Continue to contextualise scientific learning so pupils are better able to interpret and engage with the world around them,

**WOB Key Need:**  
Develop a whole school initiative around sustainability, recycling and biodiversity

**Progress:** School further developed sustainability project with The Leys. Gardening Club began focussing on maintaining growing area including enhanced recycling, composting, a wormery, nettle feeders. CPD by SL/HT - *Climate Change in Primary Curriculum*.. MTP's highlight opportunities from the Autumn term..



Gardening Club, supported by students from The Leys began in the Spring term - recycling, harvesting seeds and selling the produce.



DT/Science - designing a sun-shade for the school STEAM area. Different designs presented and prototypes constructed for further review.



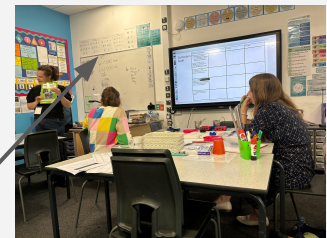
School engaged with local groups on local projects

Fw: Abington River Project  
 nancy.ackendon - nancy.ackendon... Sun, 21 Jan, 14:30  
 to ganderwood@greatabington.cambs.sch.uk, Helen, David  
 Dear Guy and Helen,  
 I hope you are well.  
 We are having another meeting about the river project next Saturday, in particular to discuss specific actions that could be taken on the stretch of the Granta that runs by the cricket pitch and the recreation field (more details below). The meeting is at 10.30 in the Institute. I know that Saturday morning is probably not a good time for school staff, but if anyone was able to come along that would be great.

Using old guttering, plants are nurtured to grow - efficient use of small spaces

**Impact:** 100% Pupils see science addressing any climate change anxiety. Using Science locally will connect pupils. Outdoor area seen by school community as sustainable, productive and relevant. Parents / PTFA involved in raising money collaboratively with the involvement of the pupils.

*Climate Change in the Primary Curriculum* - engaging teaching activities support understanding of some of the key roles of satellites; signposted to recent STEM Learning & ESERO climate change resources; How to support children with eco anxiety



Rotating composting bins use kitchen/garden waste, grass cuttings for use the next year; a wormery supports decomposing matter to help fertilisation; water butts recycle rainwater for use on the growing plants.



**Our next steps:** Discuss as a school what sustainability, biodiversity & climate change learning we can build upon and document in MTP's. Recognise that Science curriculum does not address this issue in any great depth so the school should.



**Progress:** Following up community survey regarding expertise elicited two visits, additional volunteer support for the growing area and additional support for Forest School visits. In addition, STEAM area being developed currently has offers of resources and maintenance.

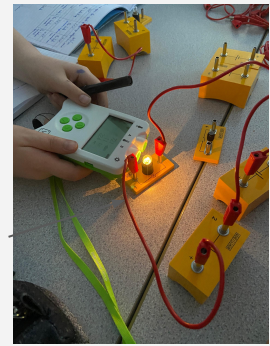


**Engaged community group supporting the growing area:** breaktime, lunchtime, after school clubs and curriculum opportunities to embedded and develop Scientific knowledge around growing, sustainability and biodiversity.



Annual DNA Extraction using kit supplied by Illumina/ Launchpad celebrating International DNA Day. Next year we will use bananas. Over and beyond curriculum expectations.

**Impact:** Enhanced Science Capital for pupils (see slide 14). Pupil enjoyment of Biology/Physics with exciting visits/resources shows Science in real life; potential STEM careers; pride of visiting parent(s); extra Community members offer time to support; donate resources to provide additional enrichment.



Cooperation and learning on display with sweet pea planting and bed preparation supported by community expertise

Using data-loggers in C2 and C5, supplied by the PTFA, pupils enjoyed changing decibel levels and Y6 measured the lux and DB value of increased voltage.



**Our next steps:** Involve the pupils' in designing the new STEAM area by asking them to research resources. Ask the PTFA to fund elements of the equipment needed. Create age appropriate lesson plans for pupils' learning across all year groups and curriculum.