

# Science Questionnaire

Earlier this academic year we asked you to complete a questionnaire about Science at TPS.

We received a huge response, which was extremely helpful. After analysing the results we have been working hard to improve the teaching and learning of science.

We are now really interested to gain your views again to see what difference our improvements have made.



**Please could you complete the questionnaire by Friday 9<sup>th</sup> July, by following this link**  
**[TPS Summer Science Questionnaire](#)**

From the questionnaires in Autumn Term, the following areas for development were identified and have been addressed:

## **Children's engagement and enjoyment in science**

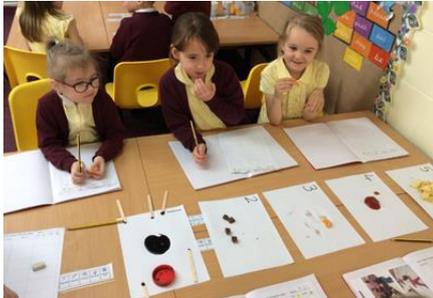
### **You said 55% of children never talked about their science lessons**

- New science curriculum introduced across the whole school.
- Curriculum is balanced between science knowledge and practical science enquiries.
- Clear progression of skills from Nursery to Year 6 to ensuring learning is sequential.
- Regular pupil voice to gauge children's views to improve the curriculum.
- Knowledge organisers introduced for review activities and sticky learning exercises. This has helped children retain key concepts, which has freed up time in lessons to concentrate on scientific enquires.
- Staff training has supported children's independence when planning and carrying out scientific enquiries.
- Staff have improved their questioning strategies to encourage children to be more dynamic thinkers.
- Strong links with English curriculum. Topics taught in English link with the science curriculum.
- Children with special education needs have been supported through pre-tutoring and additional scaffolding lessons.
- 'Woodland Learning' sessions have a regular focus on Science, providing children with a range of practical science experiences, which they can relate to real world situations.

## More opportunities for child led investigations

### Many parents suggested more practical activities as a way to improve their child's engagement with science in school

- Staff have attended training to develop their skills in being facilitators during scientific enquiries so that it is the children who are leading the investigations.
- Children now have enough resources to undertake enquiries in small groups or pairs to further support independent learning



## Reporting pupils' attainment to parents

### Only 5% of parents are aware of children's attainment in science

- Children's progress in science was shared by teachers during parents evening.
- Seesaw has been used to share information about the children's learning in science during school closure and continues to be used to share information about home learning.
- Children's progress will also be communicated through the end of year reports.

## Sharing information about the science curriculum with parents

### 76% of parents are not aware about what their child is learning in science

- Science webpage has been improved to include regular updates about the science curriculum in every year group. Key documents are also available to download, including: knowledge organisers, curriculum overview, milestones and our vision and principles.
- Knowledge organisers have also helped to inform parents of the key concepts and information for each topic.
- Every two weeks the newsletter will publish "Science Corner" which will have fun experiments to do at home, highlight important historical figures from science and have any news from school.

**Townfield Primary School Knowledge Organiser for Science**  
Living Things and Their Habitats Year 6 Summer 2

### Zoo Classification Example

Use an arrow to show how animals are grouped. This is an example of how you should be using arrows to link the knowledge you use.

**What? (Key knowledge)**

**What? (Key vocabulary)**

**Carl Linnaeus**  
Carl Linnaeus was a Swedish botanist, physician and zoologist. He is often called the father of modern taxonomy, as he developed the scheme of binomial nomenclature. As a child, Linnaeus was fascinated by botany. He enjoyed spending time in the garden with his father and learning the names of the plants and flowers which grew there.

**Science Corner**

Welcome to the first of our new fortnightly Science section of the newsletter. In this section we will be posting update news about Science in Townfield, some cool experiments that you can try at home and profiles of famous scientists.

**Rachel Carson 1907 – 1964**  
A founder of 20th century environmentalism, her book *Silent Spring* led to a re-examination of the effect of chemicals such as DDT on the environment, leading to bans and heavy restrictions.

**Mary Anning 1799 – 1847**  
Ancient animals, fossils, and paleontology: discovered the first complete specimen of a plesiosaur; deduced the diets of dinosaurs.

**John Goodall born 1934**  
Ground breaking discoveries in chimpanzee behavior; established that chimpanzees have similar social behavior to humans and also that they make tools and eat and hunt for meat.

### Orange Fizz

Try this quick and easy experiment at home

**Materials**  
An orange or clementine  
1/2 teaspoon Baking Soda

**Instructions**

1. Cut the orange into slices or peel separate into sections
2. Dip a slice or section into the baking soda
3. Take a bite! As you chew, it should start to bubble in your mouth

**How does it work?**  
When acids and bases mix, you get some exciting chemistry! Oranges and other citrus fruits are filled with citric acid. It is a safe acid, and it's what gives oranges, lemons, and limes their sourness. Baking soda is a base, the opposite of an acid. It's also safe, but doesn't taste very good on its own, and will give you a tummy ache if you eat a lot of it. As the citric acid and baking soda mix, it makes millions of carbon dioxide bubbles, the same gas you breathe out, and the same one that makes soda so fizzy.

**Townfield Primary School Knowledge Organiser for Science**  
Plants Year 3 Summer 1

**Key Vocabulary**

**How Water Moves through a Plant**

1. The roots absorb water from the soil.
2. The stem transports water to the leaves.
3. Water evaporates from the leaves.
4. This transpiration causes more water to be sucked up the stem.

**What Does a Plant Need to Grow?**

water, light, food and nutrients, air, room to grow in

**Key Vocabulary**

**Life Cycle of a Flowering Plant**

**Seed Dispersal**

dropping, carrying, eating, bursting

## Science visits

**90% of parents said their child has not been on a science visit.**

- A science plan for trips and visitors across the school has been devised ready for when Covid19 restrictions lift. Visits include: Chester Zoo, Liverpool Museum, Ness Gardens and Gordale.
- Some visitors to school, have been able to take place, including a scientist who works in chemical engineering, visited Year 5 and 6.
- Woodland Learning has also provided a fantastic enhancement to the science curriculum.

