

ISSUE 01 AUTUMN 2017

CLEAPSS EXPLORE

SCIENCE, D&T AND ART

WONDERING

with Lynne
Bianchi

NEW
WEBSITE

OBSERVING ACTIVITY





Welcome to our first issue of **EXPLORE!** This new look magazine from CLEAPSS is the next step in our efforts to make CLEAPSS primary resources more accessible and recognisable to you, our users.

You will find practical teaching ideas, advice, updates, articles by guest writers, competition details plus many other new exciting features in future issues.

At CLEAPSS, our main goal is to deliver advice that supports you and your children to easily carry out exciting practical work. How? we make

safety guidance easy to access and follow and incorporate it into activities that work. So, when we say work, what do we mean? Our ethos is that an activity works if: it has been successfully trialled by teachers and children in school, the activity gives a result, the procedure is age and stage appropriate, it requires minimal resources that are cheap and easy to find, the preparation and clear up are minimal and safety information is reasonable to implement.

This term we're focussing on our new website which is now live, where you will find all our advice, guidance, teaching

ideas and much more. Have a look at our introduction to the website article and give it a go if you haven't already!

Don't forget, in addition to the website and this magazine, we have our twitter feed that has regular updates. We also have specialist primary CPD courses running at the following locations; Uxbridge, Cumbria, Leicester, Birmingham and Manchester - full details are on the website, search [courses](#). If you feel you need extra help or someone to talk to, you can call us on the Helpline **01895 251496** or email us via primary@cleapss.org.uk

Have a great year getting practical!

Primary Section Leader at CLEAPSS

WELCOME TO OUR NEW MAGAZINE





LOOK WHAT I CAN SEE!



The typical response from a child when they see something they didn't realise was there..... The ability to look closely at objects from their environment while enabling children to observe in more detail than is possible with the naked eye, can create a great sense of awe and wonder. It can also add a great deal of excitement and motivation to learning!

Magnifiers and microscopes can aid close observation and identification whilst supporting skills like manipulating equipment.

But what can my class look at?

Dissecting flowers is always popular and easy to do from Year 1 upwards. Using a magnifying lens or microscope allows

children to see much more detail and provides them with the opportunity to explore and think differently about flowers. Our new activity **Looking closely at parts of a flower** offers all the details you need to do just that.

OVERVIEW

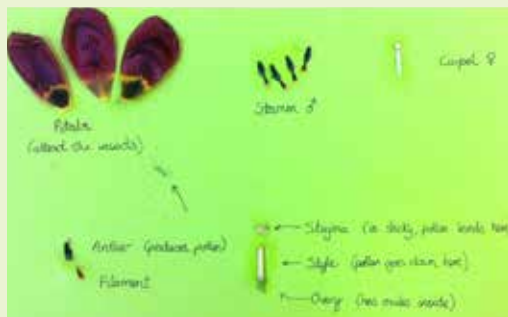


ROSE SEPAL



ROSE STEM

Children separate flower parts, look at them under a magnifier and microscope, lay them out on a piece of card and identify and label the parts.



Depending on the age/experience of the children scissors, knives, tweezers or simply fingers can be used to dissect the flower parts.

PUMPKIN FLOWER POLLEN



We used an Easi-Scope microscope available from TTS in this practical activity. Search **microscope** on the CLEAPSS website for more details on different types of microscope, which ones to purchase if you haven't any, and how to use them.



SUGGESTED FLOWERS

- Daffodils, tulips, lilies and buttercups have large identifiable parts.
- Daffodils and tulips are abundant and cheap from February to May when they are in season.
- Lilies can be expensive.

This flexible practical allows you to tailor the detail you want to the level of knowledge and understanding of your children. With young children there is no need to identify and label the plant reproductive organs in any more detail than stamen and carpel.

A perfect activity to fuel enthusiasm for observation skills and a great reason to get out those magnifiers and microscopes!

Full details of this activity including safety guidance can be found in the **Teaching ideas** area of the website or simply search **flower**.



Wonder is what I believe offers the opportunity to inspire and reignite scientific thinking – the chance for us to look, look again, think, ponder, play, and consider the core scientific question of - what if?

How do we encourage children to share their wonderings with us? Have we ever taken the time to stop and engage in a rich conversation around what they close their eyes to and question?

A short study, funded by the Primary Science Teaching Trust,

focused on just this. It allowed us to hear Isabelle and her friends ask:

'How does a calculator calculate so amazingly fast and always get the right answer?'

'Is fish meat?'

'How did evolution first start?'

I often wonder what my responsibility is when I hear children sharing their

EVER WONDERED ABOUT

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Lynne is a force for change in primary science education – an innovative curriculum developer and professional development designer. She holds primary teaching close to her heart and is the creator of the Great Science Share.



Available from millgatehouse.co.uk
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Wondering has become a bit of a habit for me over the last few years!

wonderings. To answer their question is to kill it... a wondering must be preserved as an opportunity to self-seek, self-theorise and self-develop an understanding over time. I firmly believe our responsibility is simply to listen and to encourage rich conversations.

My most recent publication **Smart Pickings** gives users the opportunity to do just this and to ask the question 'what if?'. It allows children to sit alongside each other, parents, grand-parents and/or teachers, to share ideas and talk about possibilities. It gives children the opportunity to pick whatever interests them and explore options.

What about risk assessment?

When children are given freedom to devise their own investigations and explore, we as teachers need to manage any risks that may result, just as we would any other practical activity.



This may include considering hazards of a requested piece of equipment or substance, the level of supervision required for the activity to take place etc. CLEAPSS encourages enquiry and creativity and you can find CLEAPSS support documents on its website by searching **risk** or **supervision** or ring the Helpline if you are unsure.

How to encourage wonder in the classroom

Wonder box – the classic, covered photocopying paper box for children

to post their wondering. (Caution: always vet the notes before reading aloud to the class.)

Wonder window or Wonder washing line

– a different version of the box or usual display where wall space is at a premium. Children splat or hang their wonder question to which others can add thoughts/ideas or it can just be left hanging to inspire others.

Wonder bear – a small teddy that circulates the class, is taken home with

a scrapbook and children write or draw about a wondering that they have had. Families join in the activity, inserting comments, photos or ideas.

Wonder wall – a wall display positioned where the class and the school community can be involved, read and comment. By making this statement in your classroom or school you are saying, 'Yes, wonder is important, we need to give the time, space and opportunity to have rich conversations...and we VALUE it!'

WONDERING?



WELCOME *to the* BRAND NEW CLEAPSS.ORG.UK

FOR TEACHERS OF SCIENCE, D&T AND ART



Our new Primary website containing specially designed information including; practical teaching ideas, how to do things safely, primary competitions and leadership guidance, is officially launched!

Accessing information on the site can be done in different ways.



Search

Not sure where to look? Type in a key word/words and it will show you what we have.



Teaching ideas

Tried and tested cost-effective activities with all the safety measures included. Pull them off the shelf and use them to support learning e.g. make a light up greeting card or investigate burning.



Doing things safely

Comprehensive and definitive advice that supports assessments,

including equipment guidance and support. Need to know how to heat water, use knives etc? Find the answers here.



Competition

Information about our current and previous competitions.



Leadership

Guidance and advice to help leaders e.g. Safety policies, H&S training packs.



WHERE CAN I FIND...?

Those of you who used the old site and resources will have seen that there's a stark difference between new and old CLEAPSS primary. Alongside our new resources, many of the legacy resources have been redeveloped to update content/guidance and to ensure they are concise and easy to use.

Until all old resources are updated they will still be available; either search **Legacy** or search using the old code of the document, eg search PS74 for the document on Using Plaster of Paris in Primary Schools. As these resources are redeveloped they will be removed from the legacy area on the website.

We continue to publish new, updated and transformed resources, so check the site, the magazine and our twitter feed regularly.

Remember CLEAPSS Primary helps you so that your children do not miss out on valuable learning experiences.





USING KNIVES

Knives are useful tools, and all children need to know how to use them safely. Practical science, D&T or food lessons are ideal opportunities to teach good knife handling skills and once the children have gained them, a whole host of other practicals are then possible.

At CLEAPSS, we are sometimes asked if it's OK for children to use knives. Some schools have gone as far as to decide that their children are not allowed to use them. Knives do have obvious hazards which can pose risk to both pupils and teachers. However, with the correct control measures, and some careful planning, teaching your children to use knives will provide them with essential skills that they will use for the rest of their lives.

The choice of the correct knife; suitable in size for the children's hand size and age/experience, is very important. Introduce young children to knives from an early stage, for example using plastic knives to spread soft cheese and cut up soft fruits. As they progress they can be introduced to knives with metal blades.

When planning an activity using knives, a significant issue is the level of supervision required (search **supervision** on the

website for more detailed guidance). This should form part of the risk assessment. Consider:

- **Complexity of the activity**
- **How tough or awkward the item being cut is**
- **Choosing the right knife for the job**
- **Previous experience of the children in using knives**
- **Maturity of the children**
- **Behaviour of the children**

Using knives in primary schools would mostly require moderate supervision. However, you will need to use your own professional discretion and increase the levels of supervision depending on the situation.

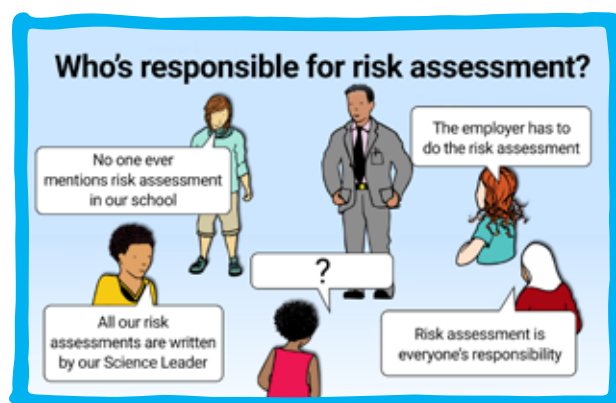
Search **knives** on the website for further practical guidance documents in addition to practical ideas that use knives.



GOT SOME INSET TIME ?

As we begin a new academic year why not try using our specially created concept cartoons to stimulate discussion about managing health and safety in primary schools. Search [concept cartoons](#) on the website and you will find a training resource complete with model answers.

If you have more time (no more than an hour) search [INSET](#) for an easy to use health and safety training presentation designed for use in school INSET that can be delivered by a science leader.



Marbles kept up!!

Congratulations to all schools and children that entered our CLEAPSS Primary Science and Technology 2017 Marble Keep-y-Uppy Competition. Our judges saw a fantastic range of innovative and elegant marble run designs and enjoyed watching all the videos of the children's hard work. We are confident there are lots of budding young engineers and designers ready for the future!

Winning entry from Foleys School

The winners from 2017 are:

Year 1-2: Bromley High Junior School, teacher Mrs S Kowalczyk

Year 3-4: Galliard Primary School, teacher Mr Okine

Year 5-6: Foleys School, teachers Mirvat Sykopetridou and Nicola Gjinochi

Overall Winner: Foleys School, teachers Mirvat Sykopetridou and Nicola Gjinochi



The lucky winners will be receiving trophies, goody-bags and certificates presented in special assemblies alongside science equipment and resources for their schools.

With many thanks to our sponsors; ASE, SciChem and Primary Science Teaching Trust.



NO MORE CABBAGE!

Closing date for entries is 16th July 2018
Look for primary indicators competition on the CLEAPSS website www.cleapss.org.uk

*Young scientists, researchers and investigators, are you ready?
CLEAPSS invites you to participate in this year's primary competition...*

