

## **Rolls-Royce Science Prize Finalists 2017-18**

### **Boston West Academy**

#### **December Diary**

Our project is about 'Establishing Firm Scientific Foundations in Foundation Stage'. An explicit focus on Science will not only improve children's engagement with the subject and promote an enthusiasm for it, but will be the tool to impact on Communication and Language too. Children and parents will work together to see how Science is relevant in their everyday lives, promoting an enthusiasm for the subject both at home and at school, ultimately setting them off on a scientific journey that lasts beyond their first years at school.

#### **Amanda Pickwell**

This month it has been lovely to see the children being able to get outside and explore the ice and snow! December is always a busy month with Nativity rehearsals and Christmas events but the EYFS staff have worked really hard to ensure that the children's learning has remained as normal as possible with lots of opportunities to work scientifically and explore ice in particular! There have been melting ice balloons, animals trapped in ice that need rescuing as well as lots of outdoor exploration! Our monthly newsletter now features an update on the Rolls Royce project so that parents are fully aware of the latest work that is going on.

I have been working with the Year One staff this month to help plan their Science learning for next term. Initially we focused on the Science learning that has been taking place in the Foundation Stage and the things that we were working really well and having a positive impact such as the 'odd one out' and the hands on exploration that children are able to experience. I also passed on some of the ideas and information from the course I attended at the STEM centre in York. They found this really useful in having not only some guidance on the progression from Reception into Year One but also to have some practical ideas and activities that they can use directly with the children. We then looked together at how these ideas could be integrated into their medium planning document, which outlines how the skills will develop over a number of weeks.

The staff were really positive about it and are going to share some of the resources which have been purchased and used within our Foundation Stage classes. I am looking forward to seeing first-hand the impact that this project will now have in Year One too.

#### **Becky Storey**

This month has been quite a quiet one for me, in which most of my activities have taken place away from direct contact with the rest of the team/children.

Firstly, I have looked closely at the range of planning documentation produced by the Foundation Stage team, each term. This includes a PLoD (Possible Line of Direction) for the term, Medium Term Plan, weekly Enhanced Provision Plan and Daily Plans. After looking at all of these, I can easily see how initially sketched out ideas filter through and are ultimately seen in the more detailed daily plans of the class teachers. The most striking thing I have noticed, in terms of this project, is how much more high profile Science has become already. It features every week now and has already provided a wide range of new, interesting and exciting activities for the children to explore. A few examples of activities I have seen from looking at planning (and from what my son has told me) are; exploration of colour on filter paper, investigating ice (melting and freezing), medicine making, dinosaur egg observations and the use of iPads and animal cards, which produce 3D images.

Secondly, I have spent considerably more time discussing Science with my son at home, which has resulted from him talking about activities from school. A regular favourite, which he likes to discuss, is 'The Odd One Out'. This has really focussed his attention on looking at the similarities and differences between different things (e.g. animals). Also, he is now commonly using the words experiment and investigate and tells me the sorts of things he would like to explore. For example, he asked if we could do some fizzing experiments and if we could see what happened when we put different sweets in water. These are both 'spin-offs' from activities I know he has participated in, during Science time. He will sometimes suggest what he thinks might happen and likes to explore how he can change his original ideas (changing variables).

#### **Jade Brockington**

This term I planned to go and observe science in the adjoining Foundation class. I observed a 'Science Time' session where we show the children pictures of three different animals and they have to think about which one they think is the odd one out and why. It is a good opportunity to develop the children's speaking, confidence sharing their thoughts with the class and their understanding of the world. The teacher started the session by asking what is 'odd one out' and asking if the children knew what they had to do. Importance was placed on the fact there was no right answer and to explain why they thought one was the odd one out. The children were given chance to discuss their ideas before sharing with the class and all

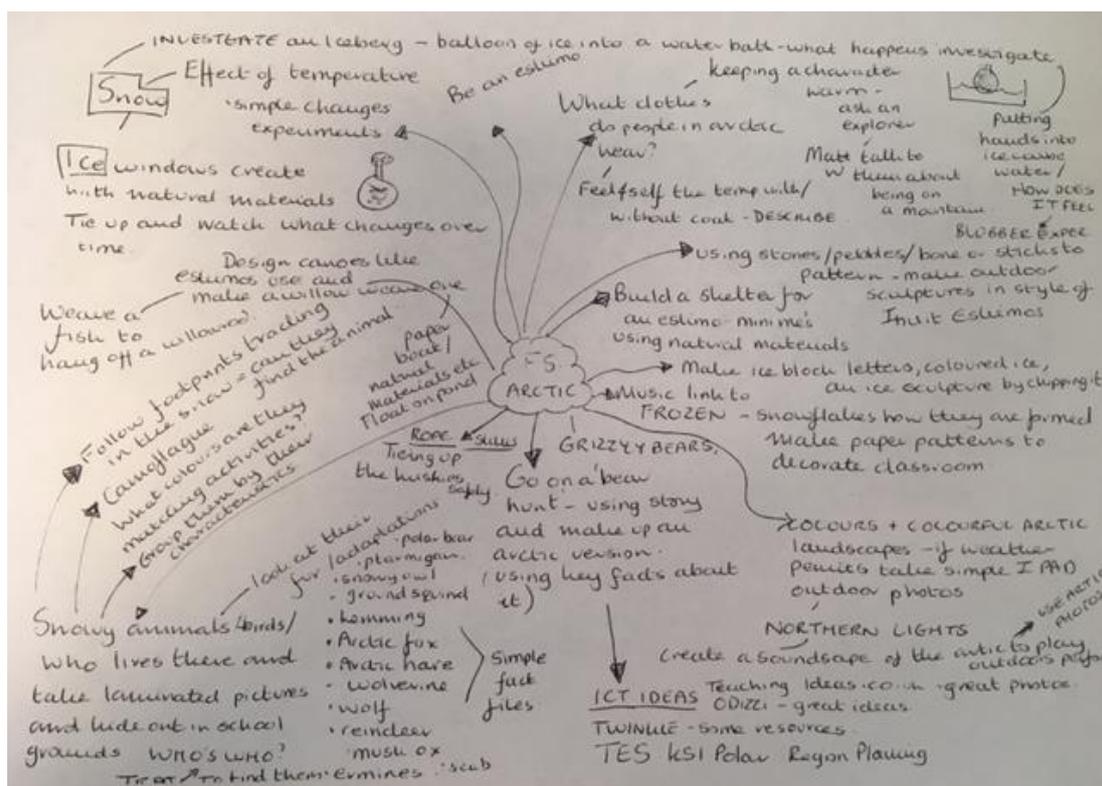
answers were valued and talked about freely. The children were all very eager to voice their ideas, discussing whether the animals had claws, wings, whether they could swim, what kind of fur they had, what they ate "doesn't eat fish" and other features "polar bear doesn't have 2 feet". Our children are becoming really involved with their Science learning and I can see the impact it is having on their Communication and Listening skills.



### Emma Schofield

What a busy time in the Foundation classroom what with Nativity and cold, snowy weather and Christmas!!! However, children are busy exploring their surroundings and Science areas in and outside the classroom. They even created a lovely twig Christmas tree Christmas ornament using natural materials from our school grounds to sell at the Christmas Market.

As part of next term topic they have asked me as Outdoor Learning Leader to come up with a web of ideas to accompany their topic Arctic animals and habitats that could develop in our school grounds beyond their base.



### Expenses Update

Total Awarded: £6000

Date	Purchases	Cost
Money spent to date		£784.92
Total Expenses		
Remaining Money		£5215.08