

Dear Owls,

I do hope you are all managing as well as you can. I thought you might like some information about the science we would have done.

All of the work we would have done would have included some of this: it's called 'Working scientifically'. The words in italics are the main points.

- ***Planning different types of scientific enquiries to answer questions***, including recognising and controlling variables where necessary
- ***taking measurements***, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- ***recording data and results*** of increasing complexity ***using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs***
- ***using test results*** to make predictions to set up further comparative and fair tests
- ***reporting and presenting findings*** from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

There is a lot of science you can do at home just by being curious about the world around you. Thinking something through before you "find out" and using the internet is the best way to keep your scientific mind in good shape. You can conduct experiments if you like, but would always need to ask permission and be properly supervised while you do them. Keep a notebook, so you can keep track of what questions you asked and what you found out.

Of course you are trying to build knowledge, but you are also trying to train your mind to think a certain way too.

Here are the units we would have covered.

Living things and their habitats/Animal including humans

This would have been a revision unit, looking at things you met in the Autumn Term.

In this unit we would have investigated living things (including humans).

How do they live? What do they eat? How do they reproduce? How are they adapted to their habitat?

At home, you could investigate living things in your environment. Garden and open spaces have many living things you may not have really noticed before: birds, insects, invertebrates etc.

Looking after your teeth is something we also have covered. Finding out about teeth is interesting and looking after them is an important life skill.

Properties and changes of materials

In this sequence of lessons, we would have looked at materials. How are they made? Where are they found? What properties do they have? When materials change, which changes are reversible and which are irreversible?

For example: water exists in several forms (vapour, water, ice etc). When water changes from one to the other it is a reversible change. You get the water back from ice when it melts. But some changes are not reversible. Can you think of some?

Electricity

This unit would have involved practical experiments using electricity such as making circuits. ***Electricity in your home should NEVER be experimented with,*** but you might want to find out how it works in a household by asking an adult.

Sources of help

Twinkl home hub (parent section) has experiments for children of different ages. These are all achievable at home. These are free to parents, according to the site, once an account has been created.

Oak National Academy

This website is written by teachers in your year group, so you should be able to find help with specific topics in science.

BBC Bitesize is a good source of help for understanding science.

I will update this list with the names of any other science units should the school remain closed for longer.

Kind regards,

Ms Rolph