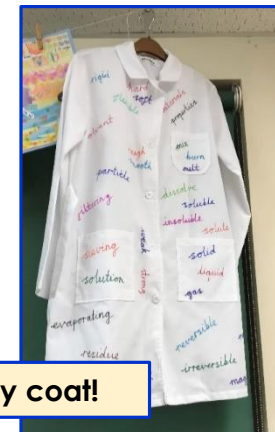
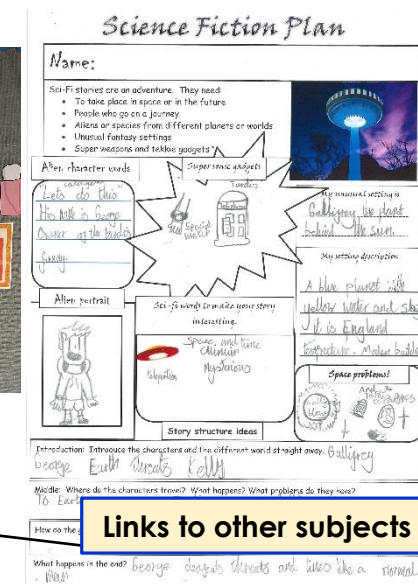
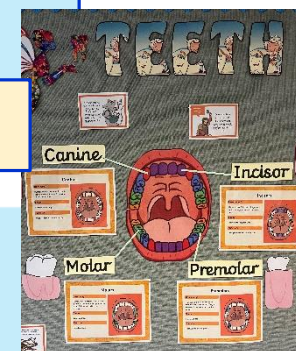


Impact

Impact



Vocabulary coat!



Links to other subjects

Subject Leadership: B

Pre-PSQM

During PSQM

Impact

No science subject leader before PSQM and few opportunities for CPD linked to the subject.

Subject leader role created to empower and enable staff to support teaching and learning effectively.

Subject leader has now accessed CPD to strengthen the science offer in the school.

MAY 16

Starts in 22 days



Explorify Planning Support: Evolution & Inheritance

Skills bubbles and vision on display around the school.



Pupils created a science wishlist to update the school library

Science books are being borrowed with greater frequency – pupil interest is higher.

tigtag Imperial College London

ReachOut CPD

Congratulations to:
Rachelle Heard
from
Pitsford School

for completing the following primary school science CPD courses:
Outdoor Science (15/04/2022)

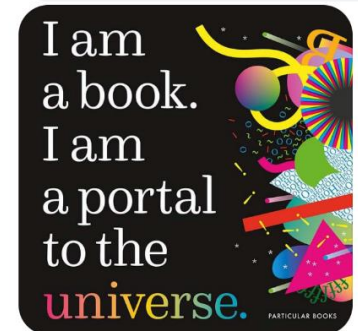
Use of social media raises the profile of science in the school community



"The evolution CPD has given me confidence in a unit I have not taught before." (Science SL)

SL is making use of social media to interact with the primary science community and find out about CPD and events online

My class love this book, it just won the Royal Society Young People's Book Prize



Just now Like Reply

Weekly SL time following taught lesson

House assembly	English	E	Science	SL time
Achievement assembly	SENCo	A	SENCo	J6 RE

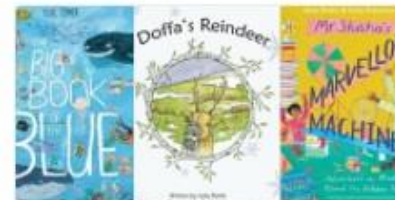
JAN 12



ASE Annual Conference 2022 Online

SL accessed high quality and relevant CPD

NOV 25



'A Good Read Guaranteed' Sustainability Teach Meet

Creating time in a busy week to seek out new resources and ideas

Subject Leadership: C

Pre-PSQM

During PSQM

Impact

Limited opportunities for science monitoring before PSQM as no SL in place.

Regular learning walks during the PSQM process to focus on learning environments.

Classroom displays clearly show the science learning taking place each term, and also evidence links made with other subjects, e.g. art and geography.

You can tell what we're learning about!

KS2



"The school is surrounded by forest, fields and gardens that we can use so that all of our lessons can go outside, so that everything is practical and hands-on, and the children learn by real and relevant experiences."
(Head/Science SL giving rationale for outdoor learning on FB video)

'The Street Beneath My Feet'

J5: Spring Term 1 2022

Science

Objectives:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.
- Understand fossils in relation to the timeline.
- Become familiar with terms such as era, epoch, Palaeozoic, Mesozoic and Cenozoic.
- Plan scientific enquiries to answer questions
- Take measurements using range of scientific equipment
- Identify scientific evidence used to support/refute arguments

Suggested activities:

- Observational skills: handling and examining rocks and fossils
- Carry out investigations on selection of rocks: test for hardness, sorting, observation and drawing, test for porosity
- To classify rocks
- Learn how the three types of rock (igneous, sedimentary and metamorphic) are formed and begin to identify rocks from properties
- Draw cartoon strip to show how fossils are formed
- Rock star facilities
- Soil investigation to learn about the components of soil

Planning is monitored more frequently to ensure coverage/progression.

Governors were not aware of some of the curriculum developments.

Head/SL now includes some information on science/PSQM in termly report.

Governors are better informed and have been able to visit since Covid restrictions lifted.

The school has embarked on the Primary Science Quality Mark programme which provides professional development and results in an improvement in the way in which science is strategically planned and taught across the whole school. Alongside our Green Flag award for the Eco Schools scheme, this will help to celebrate and promote excellent practice taking place in school and, I hope, add to our profile when marketing the Junior School.

RL Heard – 8.12.21.

Pitsford School
18 Jun

Pitsford School - Into the Woods



The PSQM Vision is for primary schools across the UK to evaluate, strengthen and celebrate their science provision.

Created a PSQM page on the Firefly VLE to share progress, learning and resources with staff, parents and pupils

PSQM Aims

- To raise the profile of science in primary schools.
- To provide schools with a framework and professional support for developing science leadership, teaching and learning.
- To celebrate excellence in primary science.
- To work with existing and facilitate new networks across the UK and wider to provide local support for primary science.
- To assemble and make accessible to the wider science education community a rich data base of current practice in primary science

Teaching: A

Pre-PSQM

During PSQM

Impact

Staff time constraints and duties after-school made it more challenging to access CPD, though staff were willing.

Have explored different models of professional development, e.g. Zoom CPD, regular emails and sharing resources.

Next term K and S will be covering the topic of Marvellous Minibeasts and I wondered if we could buy some baby caterpillars that we can look after? Also was thinking about a trip to Stratford upon Avon butterfly farm park? I think [redacted] is also looking at lifecycles so we could go together? Thank you

Staff have accessed training and new ideas on topics they have not accessed previously/recently, trying new ideas and approaches. They email the SL asking for new resources and approval for science visits.

Different teachers accessed training together.

Leads to discussion on teaching and progression in a topic.

PRIMARY SCIENCE TEACHING TRUST
REGIONAL MENTOR

*Light
for year 3 and 6*

*Sarah Eames
East Midlands*

"The Big Questions are my favourite task as we always have a real discussion on it and everyone can share their viewpoint." (M, J6 pupil)

Primary Webinar: Physical Computing in KS1

Start date	13 Oct 21
Duration	2 Hours
Location	Virtual, Adobe Connect Remote,

KS1 research
using
secondary
sources



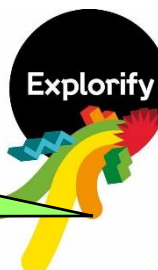
Baby R came to visit J1 and 2!



Limited opportunities for questioning and discussion in science lessons.

Explorify was introduced as a resource to inspire 'Science Talk'.

Improvements noted in questioning, with deeper thinking and reasoning skills.



What if all humans looked the same?



J6

I think people would instantly try and make themselves different. Making different hairstyles, facepaint, Extreme plastic surgery. We would have to have a solid identification system. Monarchy would be pointless. Everyone would be swapping out for the king/queen! Gender would be meaningless. We would have one lifetime to master cloning and advance technology.



KS1

We found an image of an animal you might find on safari for our page.

Teaching: B

Pre-PSQM

During PSQM

Impact

Pitsford Junior School: Science – Curriculum Map for KS1 and KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2
Enrichment opportunities		Outdoor Classroom Day	Atomic Science Club	Fairtrade British Science Week
	Working scientifically in Key Stage 1 During Years 1 and 2, pupils should be taught to use the following practical scientific methods: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 			
J1/2	Seasonal Changes		Animals including	Animals including humans
Year A				

Updated whole-school curriculum map for Year 1 upwards – added enrichment/visits to plan



Work in books showed fewer opportunities for hands-on learning; this was echoed by Pupil Voice comments.

Planning has focused on integrating more practical activities to allow pupils to lead their own learning.

Pupil engagement is higher as they enjoy exploring through practical investigation and this enables more teamwork, discussion and improved retention of taught concepts.

"I prefer when I can learn by doing the task myself because I can really see what happens." (G, J5)

Class teachers updated planning to include different approaches and cross-curricular links.

More investigations linked to Creative Curriculum themes.



Pitsford School
@Pitsford_School

A range of approaches

During our science topic on the circulatory system, J6 class have shown a somewhat ghoulish fascination with blood! We decided to end our work #EYFS style with #MessyScience We researched components of blood and used household items to help us remember! #PriSci



Science

Objectives:

- to know that micro-organisms are often too small to be seen
- to understand that micro-organisms can be both beneficial and harmful
- to understand that micro-organisms cause many diseases
- introduce life cycles

Suggested activities:

- Link to current pandemic situation and importance of hand hygiene.
- Discuss ways of stopping spread of germs
- Investigate superstitions – link to Ancient Egypt topic.
- Discuss why food rots; look for leaf mould/decay
- Find best conditions in which to grow mould (use tomatoes and bread)
- Investigate yeast: used in beer and bread: find best conditions for growth. Yeast balloons investigation.

Science

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals.
- Use first-hand experience and simple information sources to answer questions
- To identify different common animals and their babies.
- To find out what all baby animals need to survive.

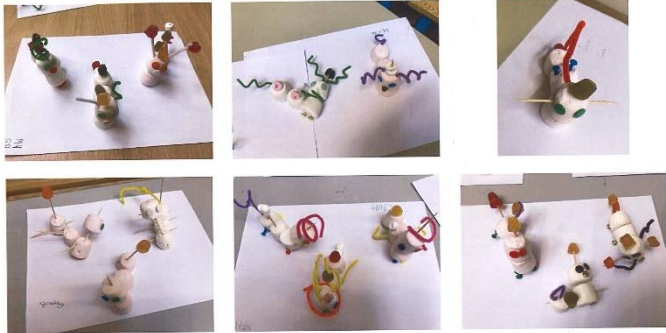
Suggested Activities

- Draw and label animals and their babies.
- Farm animals and their babies ICT game.
- Animal babies collage
- Describe family pets.
- Discuss the needs of pets.
- Find out about the RSPCA - video
- Carnivore /herbivore/ omnivore Venn diagram and definitions.
- Make simple facts sheet explaining difference between mammals, reptiles, amphibians and birds.

Teaching: B

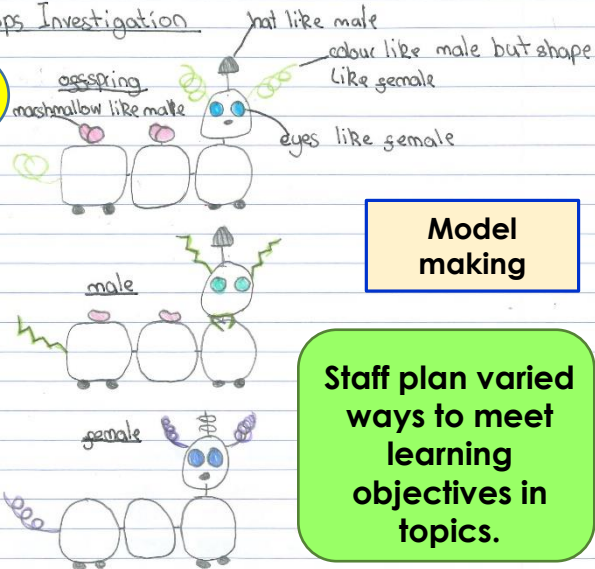
Reebops investigation

We created imaginary creatures called Reebops and made the male and female parent. We then constructed an offspring with some inherited characteristics.



Reebops Investigation

J6



Model making

Staff plan varied ways to meet learning objectives in topics.

Ms [redacted] noticed that some baby spiders were living and hatching from their eggs sac that had been made on some plants outside. [redacted] used a magnifying glass to look closely at the spiders and how they moved.

Pre-PSQM

During PSQM

Impact



Role-play



Harvesting fruit



"When you work in the Forest you are in a team and that means you can share your ideas more easily. You can use forest things for the investigation." (F, J4 pupil)



Learning about rivers off-site

As part of our where Do I Live topic we have been looking at where animals live. we now know these are called habitats and that each animal lives in a habitat which caters for their needs. The children had to sort the animals into the correct habitats as a group. They were using good thinking skills and questioning each other throughout to get the right habitats. At the end each child explained why the animals in the habitat in front of them were in that habitat to the rest of the group.

J's learning profile assessment

Working Scientifically

✓ Identify and classify

Secure

✓ Use their observations and ideas to suggest answers to questions

Secure

Animals

✓ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Secure

KS1

Spider Hunting!

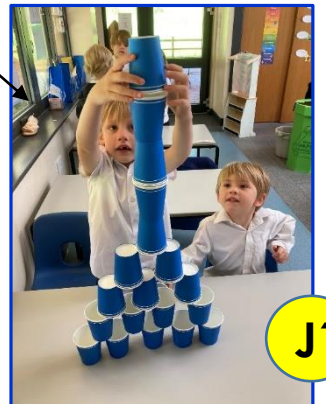


EYFS

Team-teaching and swapping phases to broaden experience; J5 teacher leading J1/2 lesson and vice-versa.

Staff respond to science in real-life situations and share these with the children.

Sharing science with parents via Tapestry



J1



Teaching: C

Pre-PSQM

During PSQM

Impact

Science resources were stored in the back of the music cupboard! Not easily accessible and no list of available equipment.

Everyday resources for practicals and 'kitchen science' now stored in the art room for easy access and regular use in a more suitable room.

New chemistry resources in use



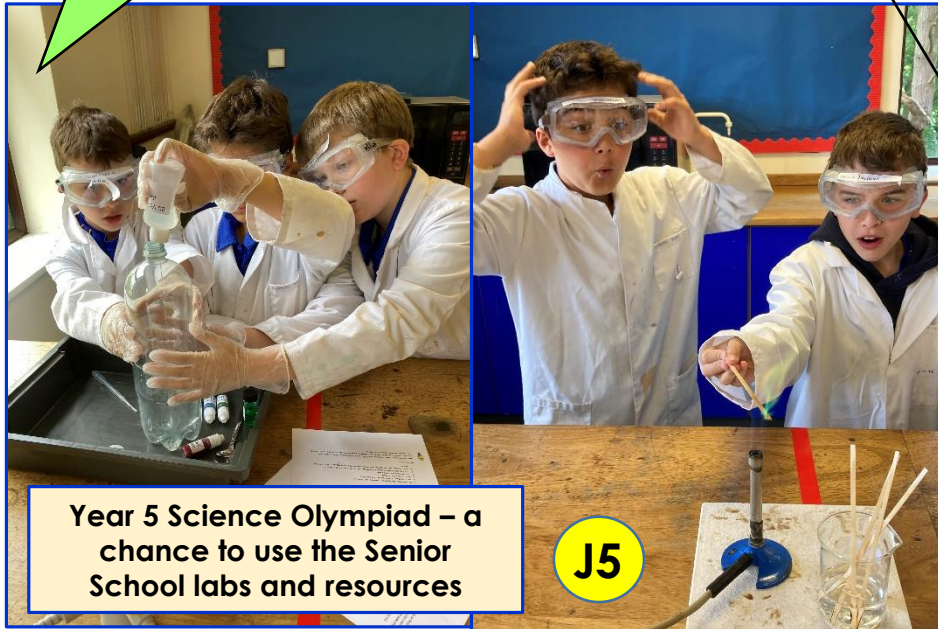
EYFS

After reading Funny Bones, the children were provided with black paper and white paint. They were asked to paint their own animal skeletons.

"I read all about Frances Westall from South Africa and I had not heard about her before."
(S, J5 pupil)

Planning for more practical work means a chance to use new resources and develop progression of skills. Equipment is in use/replaced more frequently. We have an inventory spreadsheet.

Science Ambassadors promote new library books and children take out books on topics that were not available before



Year 5 Science Olympiad – a chance to use the Senior School labs and resources

J5

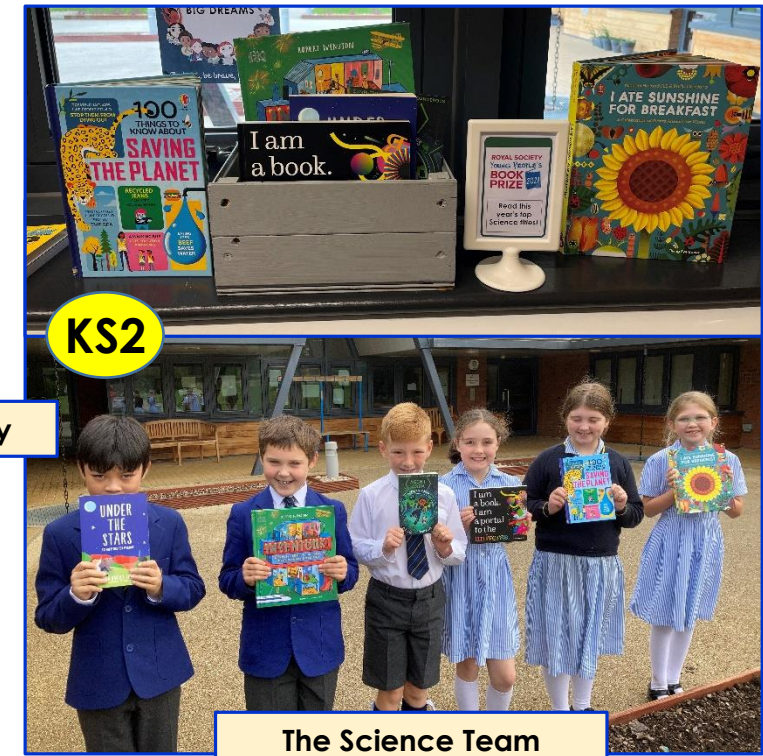


A Midsummer Night's Dream

Using the outdoor environment for learning in drama – the grounds are a key resource!

Rocks	Rock samples
Rocks	Soil samples
Rocks	Fossils
Light	Blackout material
Light	Torches
Light	Range of materials - transparent, translucent and opaque, reflective and non-reflective
Light	Range of objects - transparent, translucent and opaque
Forces and magnets	Clockwork toys
Forces and magnets	Spinners
Forces and magnets	Cars
Forces and magnets	Different types of magnets
Forces and magnets	Range of magnetic and non-magnetic materials
Living things and their habitats	Pots for collecting minibeasts
Living things and their habitats	Pond dipping net

Digital Inventory



KS2

The Science Team

Learning: A

Pre-PSQM

During PSQM

Impact

Sensory experiences

Early Science talk is developed through play-based learning

Lots of tasks were worksheet based or factual copying.

More thought to progression of vocabulary and discussion.

Pupils can talk about their understanding using appropriate vocabulary for their age, and write with greater confidence.

"The lemon tastes fizzy!"
(L, EYFS child)

Mini-Task



Which biscuit do you think would be the offspring of the 2 parent biscuits?
Explain your choice.

J6

I think it could be either Choc Digestive or Choc Chip. Choc digestive has the shape of parent 1 and the colour of parent 2. Choc Chip would be leaning towards parent 1 although Choc Chip has some bourbon freckles! ✓ Good suggestions!

EYFS

J2

Postcard to a Scientist – pupils are keen to find out more and explore a topic further



Pitsford Junior School @PitsfordJunior · Feb 1

Developing our understanding of shadows this afternoon! Creating shadows with different materials, investigating size, colours and light sources.

Trying out shadow puppet task from staff CPD

J6

EYFS cook every week – sensory science and discussion

EYFS

Learning: B


1836

THE PEOPLE'S FAVOURITE NEWSPAPER

£1.00

THE PITSFORD POST

ICHTHYOSAUR FOUND BY MARY ANNING



From hobby to necessity

Until recently, selling fossils at the family stall has been essential because sadly Mr Anning died when he fell off a Cliff whilst hunting for fossils leaving Mary and her mother and brother in charge of the stall. This was their only source of income until Mary's latest good fortune!

Amazing discovery!

A few months ago, down on the beach in Lyme Regis Mary found a very large slab of rock sticking out of the cliff face. Being a fossil hunter, she immediately called some quarry men over to help her carry it back to her workshop and now after many months of hard work she has finally found what's inside, it's the skeleton of an ichthyosaur! Not that she knew it at the time.

By H C

Lightning strikes twice! Miracle girl unearths amazing discovery and wows London Scientists.

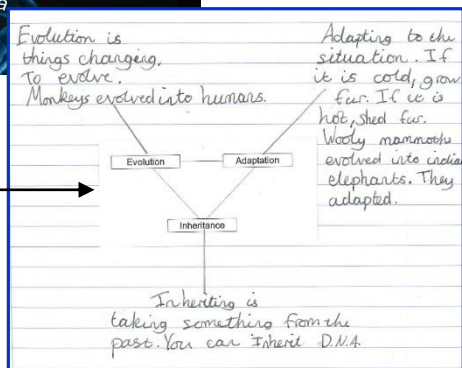
Francis Crick (Born in 1916, died 2004) was one of Britain's great scientists. He is best known for his work with James Watson which led to determine DNA in 1953.

In 1962, Francis and James were awarded the Nobel Prize for Medicine

The real name of Francis's job was a Molecular biologist biophysicist neuroscientist.

Francis Crick actually discovered the structure of DNA with James Watson, in 1953. DNA holds the information the body uses to build cells. Crick and Watson's model of DNA is like a ladder.

Pupils are asked to show what they know already about key vocabulary and can then add new learning as they go through the topic.



Pre-PSQM

During PSQM

Impact

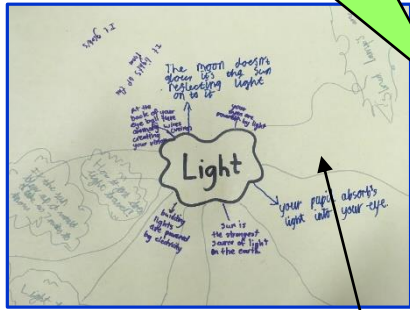
I found out that Saturn would float in a bathtub full of water because it's a gas giant!

I learned that the astronauts say to reuse every single drop of water including wee to drink

Adhoc assessment in the EYFS

Ongoing assessment through observation and Tapestry.

"I can pick it up with the magnet!" (T, EYFS)



'Flat Chat' is used as a pre-topic approach to assess prior learning. This idea came from Geog/Science CPD.

SpaceShip Underpants Planet Space

Dear Children,

As we were flying over the Earth, early last night, we accidentally dropped some items out of our spaceship. Thankfully none of these items were harmful, so we didn't stop to pick them up. We had to be back on our planet by this morning!

However, we do need some of the items back. We only need the items that are magnetic and will stick to our planet - the other items will float away.

We have sent some magnets for you to use. Please can you sort the items out into 'magnetic' and 'non-magnetic', then send us back the magnetic ones?

Thank you for your help.

From The Aliens



EYFS using English texts to support early science

Assessing prior knowledge


04 - PLANT ADAPTATIONS

Observe the plants.

Can you name the plants?

How are they the same? How are they different?

Why does a cactus have spines?



The top right and bottom right are more colourful. On the left the cactus is green and so is the spider plant. All the plants can go droopy but a cactus won't droop.


05 - ANIMAL ADAPTATIONS

Look closely at the pictures.

Can you describe the animals?

How are they different and how are they the same?

Why is a penguin shaped like that?



Magpies can fly and penguins can't. A penguin has to have a sick coat but a magpie can't. The penguin has to have a flat stomach so that they can swim.



Pitsford Junior School @PitsfordJunior · Jan 11

What do we know about light? J6 are busy using #FlatChat to share their knowledge on the new science topic. #PriSci #ScienceTalk



Learning: C

Pre-PSQM

During PSQM

Impact

Understanding of the world

- Rice crispy dinosaur eggs
- Chocolate cornflakes dinosaur nests
- Fossil biscuits
- Dinosaur Names PPT
- What do dinosaurs eat?
- Salt dough fossils
- Fruit dinosaurs
- Fizzing dinosaur egg experiment
- Rock and stones walk
- Fossil patterns
- IWB-painting dinosaurs
- Ice eggs
- Create a food bowl for Herbivore Dinosaurs (Mud Kitchen)
- What am I?
- Label the dinosaur w/s
- Dinosaur experiments
- Chalk dinosaurs
- Magnetic dinosaurs
- Dinosaur shadows
- Making volcanoes

The grounds were not being exploited enough as a resource in their own right.

Taking learning out of the classroom to make the most of the space and develop problem-solving / decision making skills.

Learning outside the classroom has led to a deeper understanding of challenging concepts, as the experience outside can be more memorable. Practical work (both inside and out) affords the chance for pupils to recall and retrieve what they have learnt more effectively.



Thursday 7 Oct 2021 16:40

KS1

We have been learning all about the Three Little Pigs with a link to houses and our A Street Through Time. We have retold the story with puppets, talked about the characters and have written an alternative version of our own.

Today we conducted a scientific challenge! We had to use what we knew about properties of materials and the story to build a house which would withstand the huffing and puffing of the Big Bad Wolf (a hairdryer!)

Have a look at how we got on:



EYFS planning taking dinosaur learning outside



J4

Wow!



C (J5) decided to make this at home!



Curriculum learning in the forest - map



J4

J5

Visits and visitors are planned into the class curriculum maps.

Virtual visit to the Horniman Museum: Rutland Ichthyosaur

Class assembly – space British Science Week Mars Day – 14th March Visit to the National Space Centre – planetarium and 'Life in space' workshop

"When you learn outside there is more freedom and you can take more risks." (S, J6 pupil)

Computing	Art	DT	MFL	History	Geography
Researching seasons	Pattern art in forest	Shelters for teddy			Weather observation
Pic collage Autumn		Clay faces for the forest			Making routes around the forest

Learning: C

Pre-PSQM

During PSQM

Impact

25. Are you a scientist?

Yes I like building lego!

25. Are you a scientist?

Yes because i am learning and discovering all the time.

25. Are you a scientist?

KS2

No

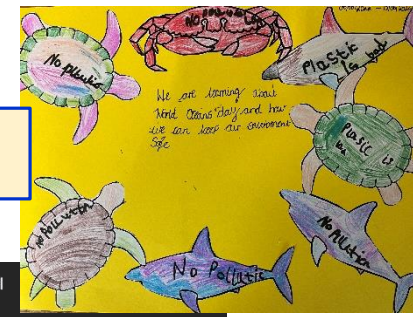
Children take part in optional activities like competitions. Encouraging them to recognise they are scientists!

Correct answer: Yes

Feedback:

I respectfully disagree, You always make interesting predictions and careful observations in our lessons, so I think that makes you a scientist!

KS1 floorbook page for World Ocean Day 2022

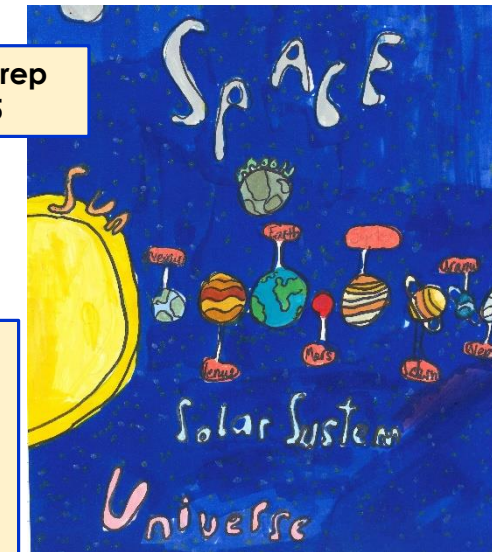


"My favourite part of the school is the woods. It's a really nice place. I love how you have the freedom to do what you want and different activities that we can choose from."
(W and A, J6 pupils)



"The children have Forest School where we can engage them in outdoor activities. I think it's quite an inspiring environment."
(J6 class teacher)

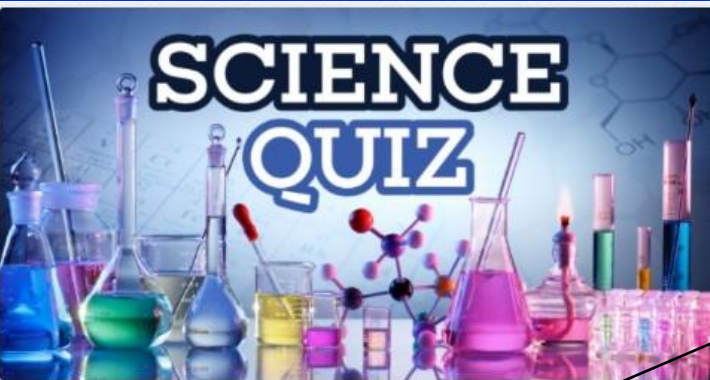
Space Prep by J5



Class teachers can see their class stats/parents can see their child's

Student score	97.89
Questions answered	15
% correct answers	100%
Total time spent	6m 32s

KS2 can use Atom Learning to assess factual knowledge; e.g. J6 electricity unit



Congratulations to the winners!

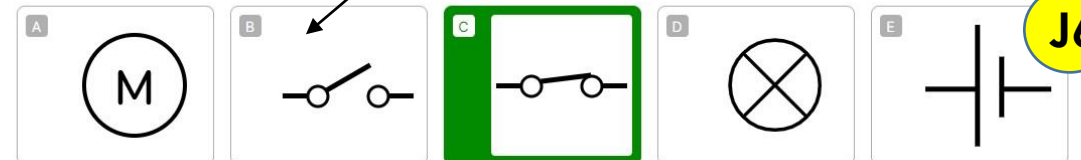
We ran events to encourage the children to get involved in clubs and extra-curricular activities.

Science activities restricted to lessons in school time.

The youngest children are engaged and want to try things at home. Pictured, H, aged 3 from Acorns Class.



1. Ursula wants to draw a diagram of the circuit she has just made, but she cannot remember the symbol for a closed switch. Can you help her select the correct symbol? Choose one answer.



Wider Opportunities: A

Pre-PSQM

During PSQM

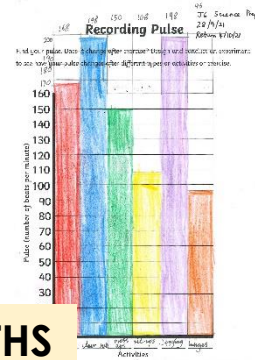
Impact



PitsfordJuniorSchool @PitsfordJunior · Jan 28
We're having a lot of fun in the dinosaur swamp this morning! #childledlearning #handson #exploring



MATHS

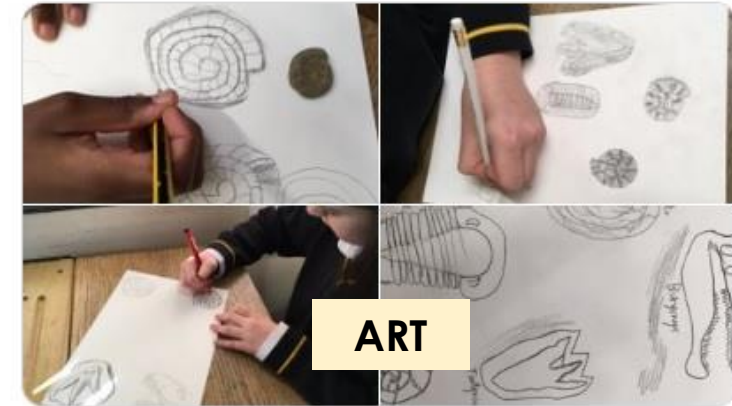


Last week J1 and J2 made bread. We have been learning all about the Great Fire of London and loved having the opportunity to bake our own bread just like the baker would have in Pudding Lane. We also used it as an opportunity to further our science knowledge about changing materials as we looked at how cooking alters the ingredients. We have moved on to use these to create instructions this week too! What a lot of learning from one fun activity...



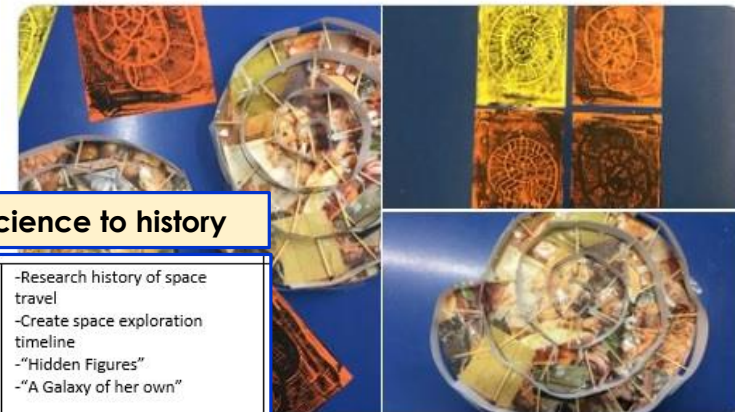
Pupils are able to see and understand links between science and other areas of the curriculum. Creative Curriculum units have been strengthened by making better links.

PitsfordJuniorSchool @PitsfordJunior · Jan 12
Fabulous fossils! J5 topic launch day, researching and sketching. Observing closely and creating our new class display.

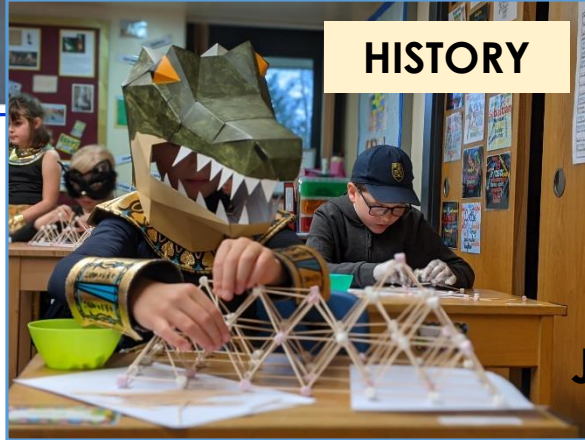


ART

Busy in the art room this morning - coming to the end of our unit on Fossils. J5 children have been creating monoprints and ammonite collages inspired by @DarrellWakelam



HISTORY



J3

Pitsford School @Pitsford_School · Dec 7,
How does J3 put a Roman chariot through its paces??? We test its strength with a remote-controlled monster truck, in a frosty courtyard, around a tricky, winding track! #needforspeed #crashtesting #romanengineering #chariotrace



DT



As well as lots of indoor learning, we have been taking our learning outdoors. We have been writing with chalks, planting bulbs ready for Spring and been into the forest to make our own Stickman puppets.



ENGLISH

EYFS

DT



Planning links science to history

- Investigate fossil footprints as a way of finding out about animals and human of the past.
- Mary Anning dramatisation
- ASE "Sea Dragon" resources
- Research history of space travel
- Create space exploration timeline
- "Hidden Figures"
- "A Galaxy of her own"

Martin Luther King Jr Day

Wider Opportunities: A

Pre-PSQM

During PSQM

Impact



EYFS

KS1

Hamerton Zoo

Most children in the school have had the opportunity to go on an educational visit that has linked with an aspect of the science curriculum during the school year.



Relative - 23 Feb

Parent Tapestry reaction

Amazing :) that made me smile!!!



KS2



KS2

From coding to making crumble!

We love our after school clubs



WS

'Spring Up!' Day – nature day for Juniors & Seniors



Making baguettes!



Maths	Computing	Art	DT
Temperature Formula	Programming Investigation skills – trial and error (debugging)	Mixing Irreversible changes	
Formula Statistics			Roman toys – forces – energy, friction
Temperature Formula Statistics			Nutritional information – food's impact on the body

Cross-curricular links document

Nausicaa, Bolougne-sur-mer

J6



J5

Role-play at the Space Centre

Wider Opportunities: B

Pre-PSQM

During PSQM

Impact

Parents of children in infant year groups requested Science and STEM clubs for the younger children.



Eco Flag was awarded in 2020.



WS

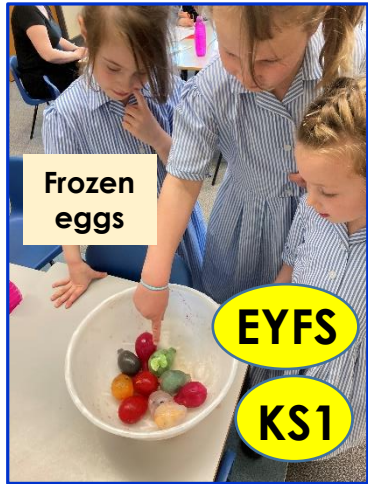
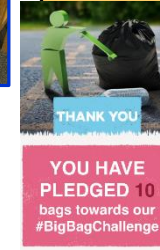


"Eco Club helps us all care for the whole school." (C, J6)

Embedding Outdoor Classroom Day into the curriculum.



Making the most of the school grounds to inspire and motivate pupils.



Frozen eggs

EYFS

KS1

Investigations now take place at Crèche to involve EYFS and KS1.

Building the foundations for 'working scientifically' in the infant classes.

Developing 'science talk' early on.

Eco Club is a regular part of school life.

Pupils actively engage with the ten topics.



British Science Week is now part of the curriculum with investigation boxes provided.



WS

11-20 March
British Science Week 2022



J5

CREST and STEM clubs were introduced as part of the activity programme.

Now all year groups have the opportunity to join a Science club during the academic year.

Parent News

Suggested activities:

- Create healthy menus.
- Discuss how poor diet impacted on the health of Tudor Sailors.
- Make ships' biscuits and discuss their nutritional value.
- Learn about how the research of James Lind improved the lives of sailors.



Recycling station – Juniors do batteries, Seniors do pens!

Food for healthy growth



J4

J4's scurvy busting smoothies



J6

Paper aeroplane challenge!

Wider Opportunities: B

Pre-PSQM

During PSQM

Impact



Lockdown made it more challenging to share science events and learning with parents and wider community.



KS2



WS

Atomic Science Club launch



EYFS

Science at home competition

Zoom sessions for home-learners helped to keep children/families involved – 'blended' learning.



Class assemblies

J5



Opportunities for cross-phase activities, during and after school.

Using social media to seek out events that will enhance the curriculum and raise the profile of science.

Results from Pikesford School

Category	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BASE OF READING	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★
INTEREST	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★
LOOK AND FEEL	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★
INSPIRATION	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★
TOTAL	19 / 20	19 / 20	20 / 20	18 / 20	17 / 20	15 / 20														

'I am a book. I am a portal to the universe.' Our verdict: Wow! A creative, thought-provoking and inspiring book that makes you want to keep reading!' (KS2 Panel Quote)

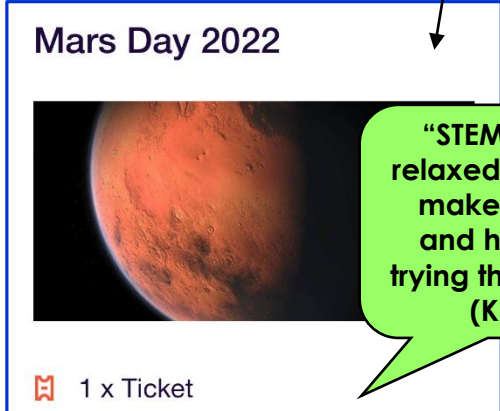
Are there any smells in space? And if they are what are they?



Great Science Share is now part of the curriculum and children are encouraged to pose questions.



Parents see science learning first-hand at events and can get involved.



Mars Day 2022

1 x Ticket

"STEM club is relaxed, you can make a mess and have fun trying things out." (K, J6)

What would happen if our galaxy moved into another?