

# SL: A To regularly meet with staff and children to update and share visions after SL's training.

## Governors report



## Year 3 – vision and values displayed



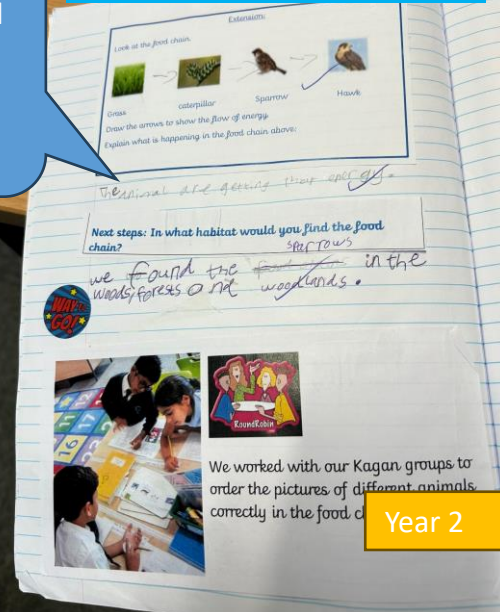
## Year 2 – impact of stock availability

'Science is so fun, we are using more science resources and I love our science lessons!' Year 2

## Year 3 – impact of crib sheet

'It is clear what the expectation and vision of science is at Edison. I can refer to the crib sheet if I need support' ECT, year 3

## Year 2 – consistency with next steps/challenge



## Impact of vision and values

'I should eat pasta before I go to Karate, so I have more energy and I could eat more protein so I can get stronger' Y3

## Making reflective strips Y3 – linking to real life context



Year 4 – observing melting points

## Year 1 – purposeful investigation



Year 1

## CPD how to link science to real life context

Lesson 2: What do we need to stay healthy?



Move to reveal answer



What is a balanced diet for us and the planet?

## Science crib sheet

<p><b>Using</b></p> <p>Use Step Science as a guide. Adapt plans creatively for effective learning.</p>	<p>EQ - Snipped from step science</p> <p>Science lesson template (see example attached):</p> <p>Slide 1 - Pre assessment using Squeaky concept cartoon etc</p> <p>Retrieval questions every lesson 3-5 questions at the start of the lesson. Test previously learning</p> <p>Comprehension, multiple choice, quiz egg track, find the factors.</p> <p>Slide 2 - 'The big question that links to EQ. What do you need to survive?' children should be able to answer this at the end.</p> <p>Key vocabulary and where SC from step science.</p> <p>Slide 3-4 - background information to support question.</p> <p>Slide 5 - Practical investigation to allow children to explore the questions and answer it themselves (writing scientific skills)</p> <p>Slide 6 - Comparing findings</p> <p>Slide 7 - Write up investigation - Differentiated and provide next steps.</p> <p>Slide 8 - Reflect and review - Children answer 'The big question'</p> <p>Minimize worksheets where possible</p> <p>2) Differentiation - Use adaptive learning techniques (differentiation) during input. Pupils aim to complete some task where possible. Child can choose challenge they are most comfortable with.</p> <p>Include Kagan strategies throughout the lesson.</p> <p>Activities that provide suitable level of challenge for all learners to make good progress (including SEN and EAL)</p>
<p><b>Practical investigations</b></p>	<p>Outdoor learning opportunities where appropriate.</p>

## Year 1 – purposeful investigation



Year 1

SL: B There is strategic support for subject leadership which is well established and reciprocal

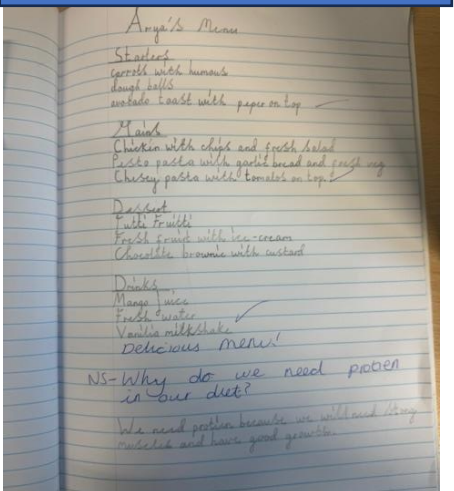
Before PSQM, subject leader time was given on a weekly basis.

After PSQM, if there was any extra workload, if requested, SLT will try their best to find cover so I can have additional time out to keep up with the workload.

The impact of additional time meant I could work on targets effectively and give ECT's or new teachers time to support them.

I prefer asking the children to present their findings from their investigations through write ups rather than sticking pictures of investigations. It was a waste of paper and didn't show what the child had learnt. Teacher, year 4.

Less worksheets used



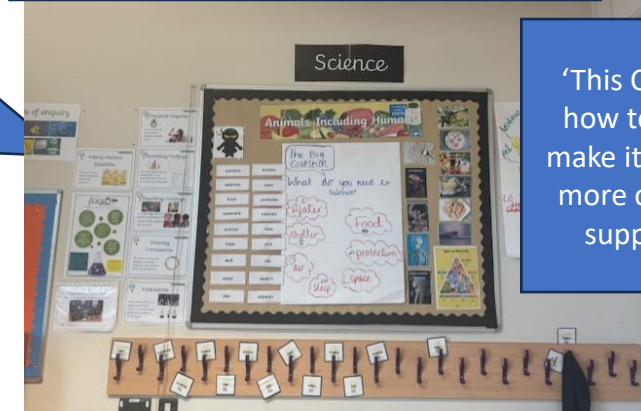
Next steps to challenge

Before PSQM, subject leader did not get to meet with SLT and found it difficult to share suggestions to raise the profile of science. This was mainly achieved through emails which talk longer to process.

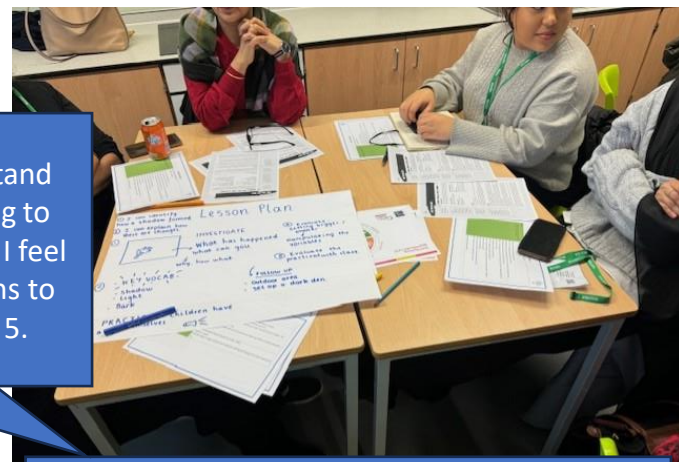
During PSQM, we have arrange regular meetings to discuss science across the school.

Regular meetings with SLT has given me the opportunity to regular share my ideas for science. This has helped raise the profile of science at Edison. We are now growing our own vegetables, taking part in 'The Great British Spring Clean'. SLT can see the impact these initiatives are having on our school community.

Working scientifically aims displayed across all classroom to refer to



'This CPD really helped me understand how to adapt snap science planning to make it more manageable to teach. I feel more confident adapting the lessons to support my SEN pupils.' ECT year 5.



Time given to support ECTs with planning

# SL: c There is a rigorous monitoring and improvement cycle using evidence and views from all stakeholders and sources to shape development in science.

We would carry out Science book looks on a termly basis and give feedback to the teachers feedback but there was no planned support after to address and targets.

After PSQM, we now have the science surgery time for teachers to visit if they would like to discuss their targets or we have arranged for ECT's to observe subject leader's lesson.

'These Science surgeries are helpful; I find it easier to ask questions on a 1:1 basis rather than in front of everyone' ECT year 2

Science data from insight is great to see gaps in learning. We can then implement them into our interventions where relevant. Teacher Year 4

Before PSQM pupils' attainment levels were added onto 'Insight'. This was a useful tool to get an overall view of the data. However, the data was not being used for anything after.

During PSQM, we introduced retrieval style questions. The impact of this was to provide pupils with the opportunity to retrieve information they have learnt about from previous years/lessons. This is a great way to recap knowledge and support closing gaps in learning. Afternoon interventions also have science links incorporated.

Before PSQM, I could see through science observations that science was not talk consistently across the school. New teachers were unsure of expectations.

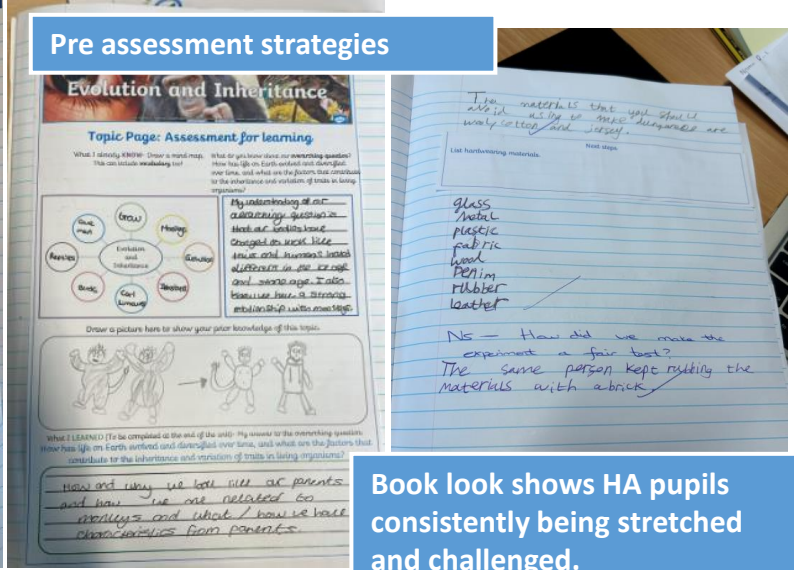
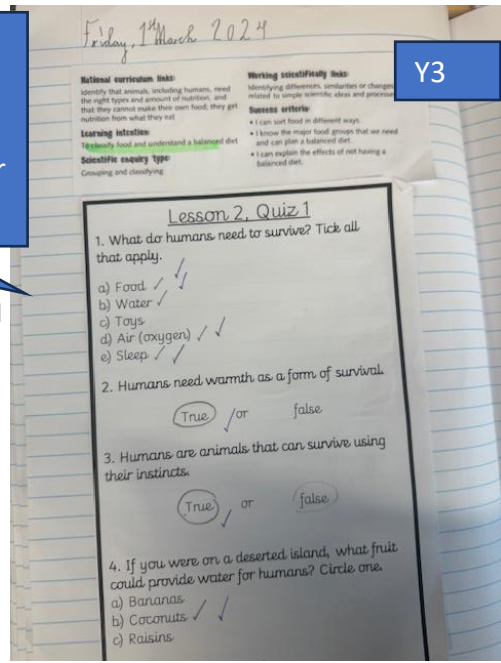
During PSQM, the introduction of the crib sheet and staff CPD has supported the consistency of how science is taught as the expectations are clear.

These pre assessment tasks are a great way to see the gaps in learning and support my planning and teaching. Teacher Y3.

**Y3 Curle**

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Science - Main Assessment	13%	23%	81%			
31 pupils	Average	Expected				
Below	Just Below	Expected / Just Above Expected	No data			
Sahmed, Sara	Below	Ahmed, Qasbi Ali	Just Below	Ali, Aqsa	Expected	Shama, Pooji (None)
Soniako, Egnom Isaac	Below	Chavita, Arzan Vi	Just Below	Bansaf, Anahat	Expected	
Chadda, Inaya	Below	Karim, Maryam	Just Below	Bahar, Hena	Expected	
Kaaf, Ruzayf	Below	Rupia, Kater	Just Below	Shah, Samrah	Just Above Expected	
		Ram, Veer	Just Below	Bhatar, Arjant	Expected	
		Touq, Joseph, Niam	Just Below	Farhad, Jayin	Expected	
		Wahid, Niam	Just Below	Gal, Arvin	Expected	
				Hanyuk, Khayna	Expected	
				Hassan, Hassan	Expected	
				Jasat, Aya	Expected	
				Moh, Harman	Expected	
				Kat, Timothy	Expected	
				Kunal, Rapper	Expected	
				Luck, Olivia	Expected	






### PSQM CPD




**Primary Science Quality Mark®**  
Valid 2021-2024  
PSQM

### Pupil profits training

Your Business Needs You & Your Skills!



There are 8 'Essential Skills' that help people do well in business:



By being aware of these skills, you can practice them every day! You'll see these skills badges on our training resources.

We'll start with a focus on TEAMWORK because it's a very important skill.


Can you think of a successful business NOT run by a team?

Businesses need teams of people with lots of different skills, **working together** towards a **shared goal**.

You are the Eco Refill Team!

'It's much easier to check what stock is available now we have the excel document.' ECT year 3

### Working scientifically training

**ReachOut CPD**

Congratulations to:  
**Sunita Juneja**  
from  
Edison Primary school

for completing the following primary school science CPD courses:  
*Working Scientifically (2007/2023)*

### Science development plan

**Edison Primary School**

Subject Leader Action plan - 2023- 2024 Name: S. Juneja Subject: Science

Strengths	Areas for development	Action points
We are now raising the profile of science even further through our school by making science the focus of many subjects across the curriculum where it is applicable. Pupils are then given the opportunity to think Scientifically throughout their day. Staff are more confident to plan science lessons in line with the NC, working scientifically and scientific enquiry using the range of resources provided.	Ensuring Science is being assessed termly and plans to close gaps are being made.  To ensure pupils are consistently working scientifically and are aware of why and how.  To create more of a Science BUZZ in the school by planning 'The big science finish' and the end of every half term.	All staff will upload data on Insight and this will be checked termly. Interventions are planned to ensure learning gaps are closed.  Staff will be trained on how to encourage children to become more independent learners and are more aware of how and why they are working scientifically.  At the end of each half term, pupils will be set asked to create a project based on the science topics they have covered in school.

### Science surgery

From next Monday, I will be hosting a **Science surgery** from 5:00 to 5:30 pm. Please feel free to drop by if you need assistance with **science** planning, resources, or any **science**-related queries.

To ensure I can address your specific needs, kindly send me an email in advance. This will allow me to prepare for our meeting effectively.

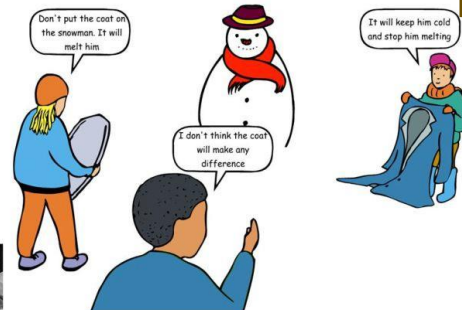
If Mondays at 5:00 pm are not convenient for you or if CPD extends to 5:30 pm, please email me to arrange an alternative date and time that suits your schedule.

Looking forward to supporting you in all things **science**-related!

Kind regards,  
Sunita Juneja  
Class Teacher and **Science Lead**  
Edison Primary

### Range of assessment strategies

#### Concept Cartoons



Don't put the coat on the snowman. It will melt him.

It will keep him cold and stop him melting.

I don't think the coat will make any difference.



### Staff CPD

#### Whole school approach

Download this guide to find out more about how you can develop these aspects of science:

1. Timetable
2. Curriculum
3. Scientific literacy
4. Scientific enquiry
5. Responsive teaching
6. Assessment
7. Safe science
8. Outdoor learning

To find out what is happening across the school, you may decide to organise a staff meeting or talk to your colleagues individually. To answer some questions, you may need to arrange time out of class to observe teaching, look at books and displays and talk to children.

### Working scientifically aims

'Why is Augustus Gloop overweight from eating chocolate but Veruca Salt isn't?' year 3 pupil

### Science surgery planning support, less sheets being used to adapt learning

Y2

### Used to support new EYFS lead



**EYFS Matrices**

### Planning support for science lesson ECT

EYFS

### Task 20 mins

**Adult Initi**

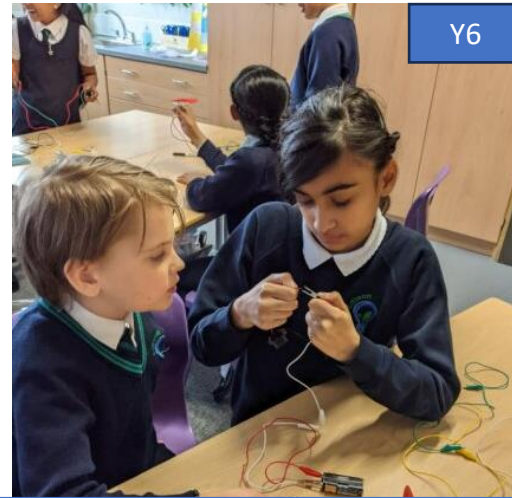
**Tuff tray activity linked to science topic: Nature table- Which tree is it from? Use magnifying glasses to look carefully at leaves, seeds and fruits from other trees in the area and use identification guides to help identify and name them. Nature table: Can you use all your senses to tell someone about a leaf or something displayed on the nature table? Use the Resource sheet cards to prompt investigation and**



### EYFS linking science across the curriculum



Y3



Y6

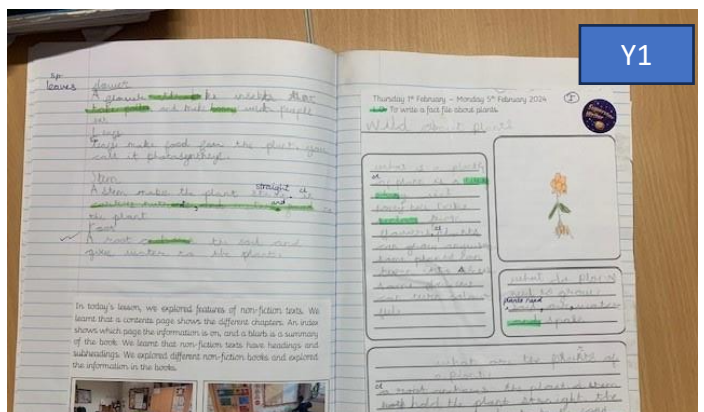


Y5 and Y2

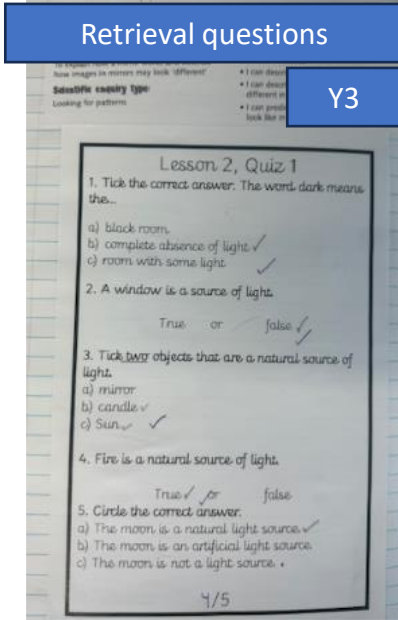


Y4

Before PSQM, practical science was not regularly used for formative assessment. After PSQM, teachers have a better understanding of how to provide children with resources and let them explore 'The big question' to find out answers to questions. This has developed more independent learners.



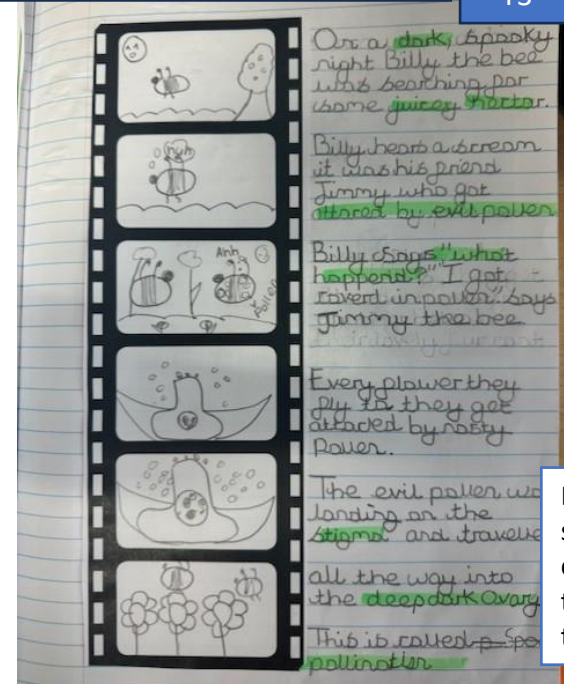
Y1



Retrieval questions

Y3

Seed dispersal link in English



Y3



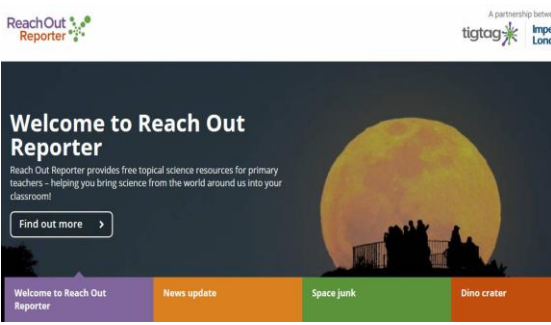
Y6

Before PSQM, children were only being assessed at the end of the unit. After PSQM, Mini retrieval style questions are now included in lessons to monitor pupils progress and understanding. Any gaps in learning will be planned for to support the children's learning needs.

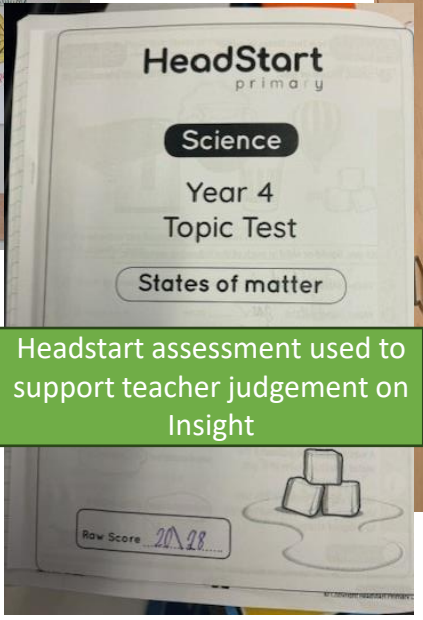
Before PSQM, science links were present in some lessons across the curriculum but now we can see evidence of science linked in subjects that challenge pupils understanding, and teachers can monitor progress.

T:B Teachers use and evaluate a developing and extending range of evidence-based strategies to challenge and support the learning needs of all children.

### Weekly science news



### Key vocabulary on working walls



Science skills displayed Child friendly

The working scientifically posters are a great way to remind me and the children to think about what skills we are using in the lesson. Teachers, year 1

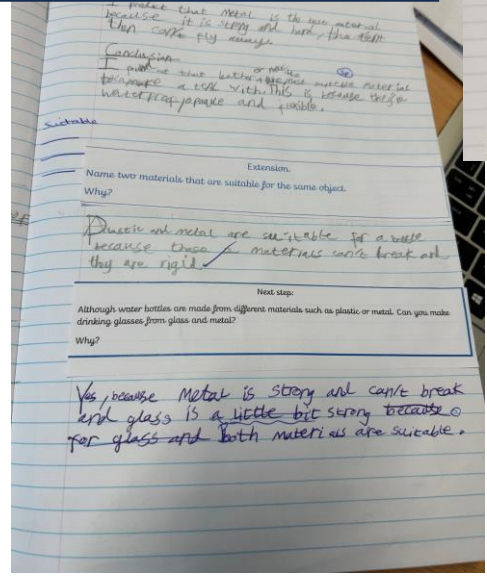
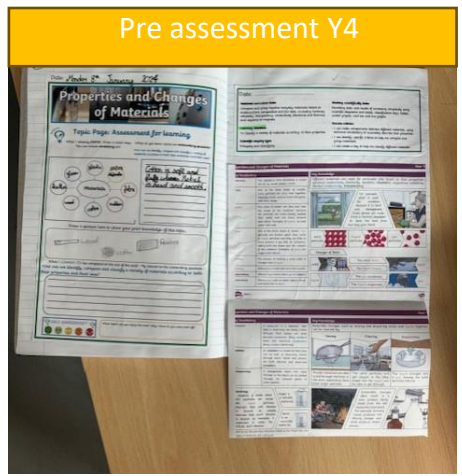
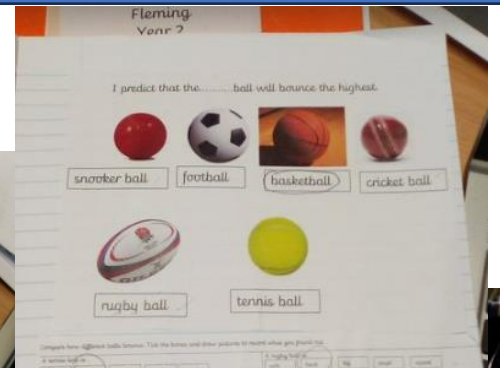
Adaptation to support EAL pupil

Lessons were inconsistently planned. They were planning lessons words for word.

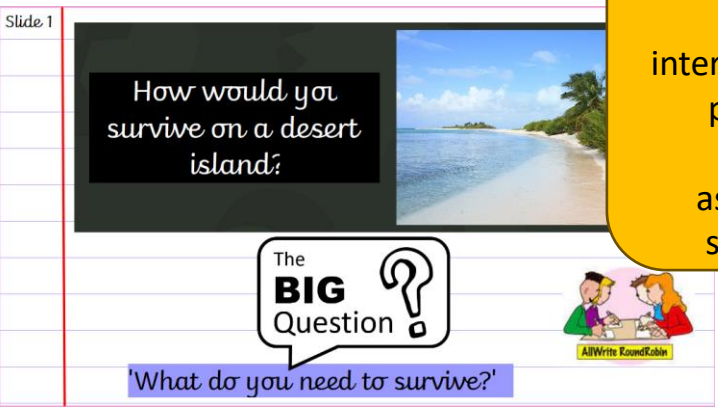
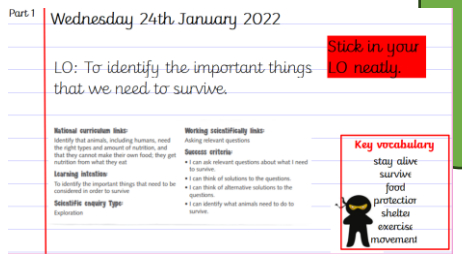
Headstart assessment used to support teacher judgement on Insight

Challenge to extend pupils learning

Planning support enabled more concise, interactive lesson plans that included assessment strategies.



Find someone who – Kagan strategy



Pre PSQM During PSQM Impact

TA: C Resources are systematically audited and acquired (purchased or borrowed/sourced from outside agencies) so that children can regularly and safely use a wide range of appropriate practical and digital resources, information texts and the outdoor environment.

Y6 – Heart dissection workshop



Year 6 science museum visit



Ordering stock for practical lessons

Ordering and organising science reading for pleasure books ordered and sent out to all year groups

QTY	CODE	DESCRIPTION	PRICE	VAT	TOTAL
8	HPO0050 363	KS2 Hope education - Science Decodable Reading Books - Phase 6	£23.99		£191.92
8	HPO0050 362	KS2 Hope education - Science Decodable Reading Books - Phase 5	£23.99		£191.92
4	KS1	14 books - BooksForTopics Celebrating science ages 5-7	£145.00		£580
2		14 books EYfs BooksForTopics Celebrating science ages 3-5	£115		£230
4		14 books Uks2 BooksForTopics Celebrating science ages 9-11	£130		£520



Year 6

Science reading for pleasure books available in classroom Y6, Y3



Year 4

Science workshop



Year 1

Year 1



Chicks visit – lifecycles

Science is so fun! I like that lots of our lessons are linked to science, it helps me understand what we are learning more. Y2



Stock for science workshop Y1

Year 3



Science reading for pleasure

Slide 4

**EXPLORE!** What do you think has happened in this image?

**Sentence stems**  
 I think that...  
 I believe...  
 I can observe that...

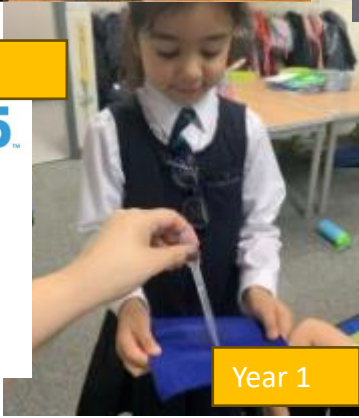
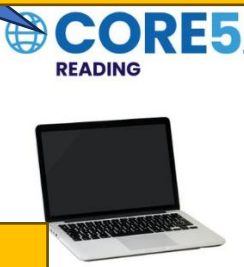
RoundRobin

Sentence stems to support oracy

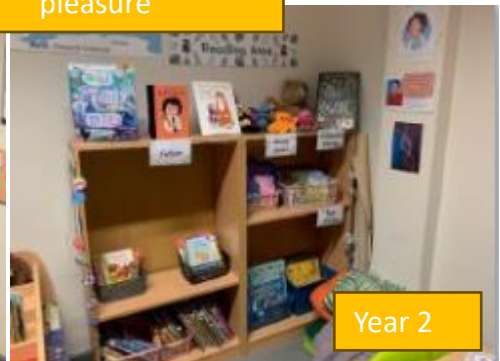
Using LEXIA core 5 for science reading links



Year 3



Year 1



Year 2





L: A : Children develop independence in the full range of enquiry types, using scientific enquiry skills appropriately to answer scientific questions about the world around them.



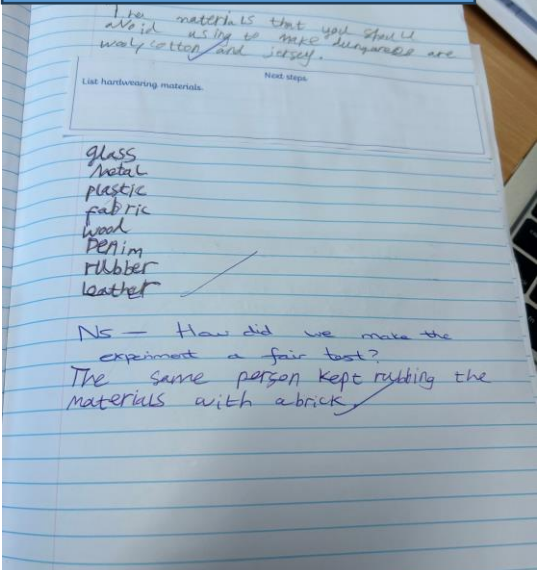
Y4- comparative and fair testing of the quality of the River Thames.

Y4- grouping and classifying



Y6 – Pattern seeking Electricity

Y2 – identifying, classifying and grouping.



Y1- observation of environment over time.

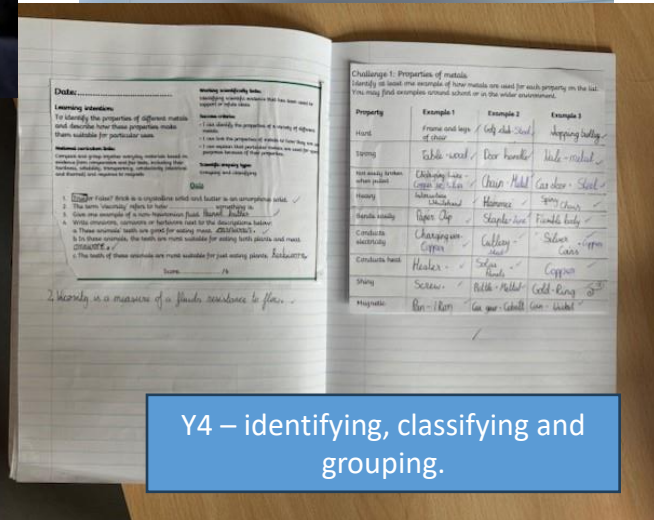


When we started PSQM, pupils and teachers were aware of the five types of enquiry and had a good understanding but were not confident referring to them within lessons and linking tasks to the enquiry.

During PSQM gilt, I have noticed that the science surgeries, CPD and child friendly posters displayed in the classroom have made it quicker and easier for teachers and pupils to become confident learners and know when and how they are implementing this into their lessons.

From the pupil voice and observations, I can see that the impact of the CPD and posters have led to pupils talking about scientific enquiry skills and linking it in other lessons more confidently.

Y3 – using secondary resources to research



Y4 – identifying, classifying and grouping.

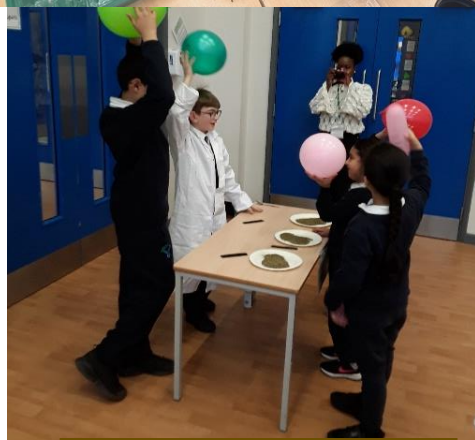
Year 2 – Observing changes over time in playground



Year 3 – Taking careful observations certificate.



Year 3 – Gardening club



Science week 2023



Year 2 – Making predictions



Year 1 – materials

Slide 2

**National curriculum links:**  
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

**Learning intention:**  
To identify the important things that need to be considered in order to survive

**Scientific enquiry Type:**  
Exploration

**Working scientifically links:**  
Asking relevant questions

**Success criteria:**

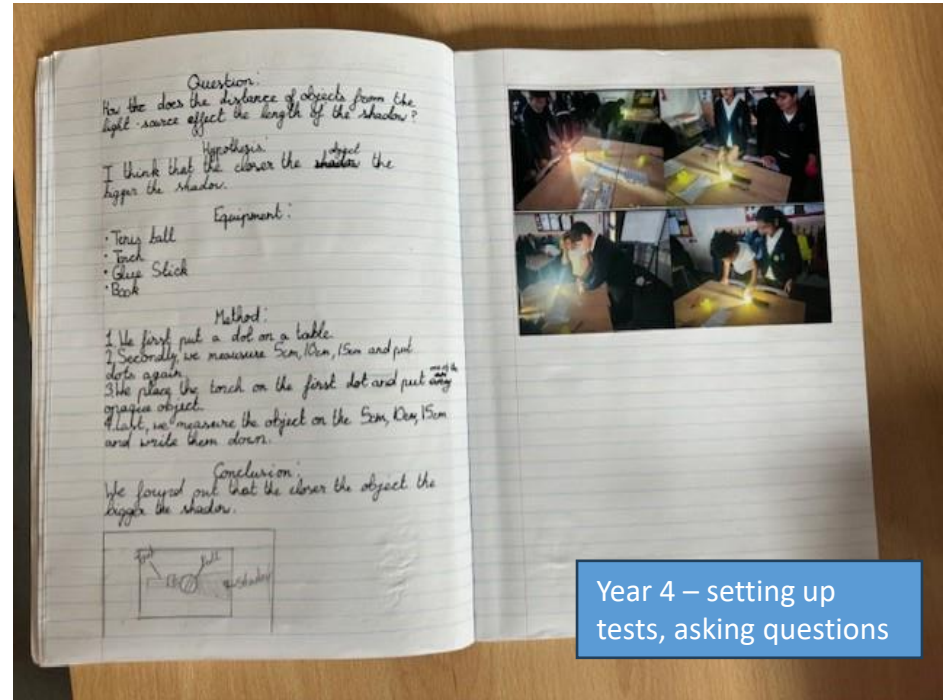
- I can ask relevant questions about what I need to survive.
- I can think of solutions to the questions.
- I can think of alternative solutions to the questions.
- I can identify what animals need to do to survive.

**The BIG Question** ?

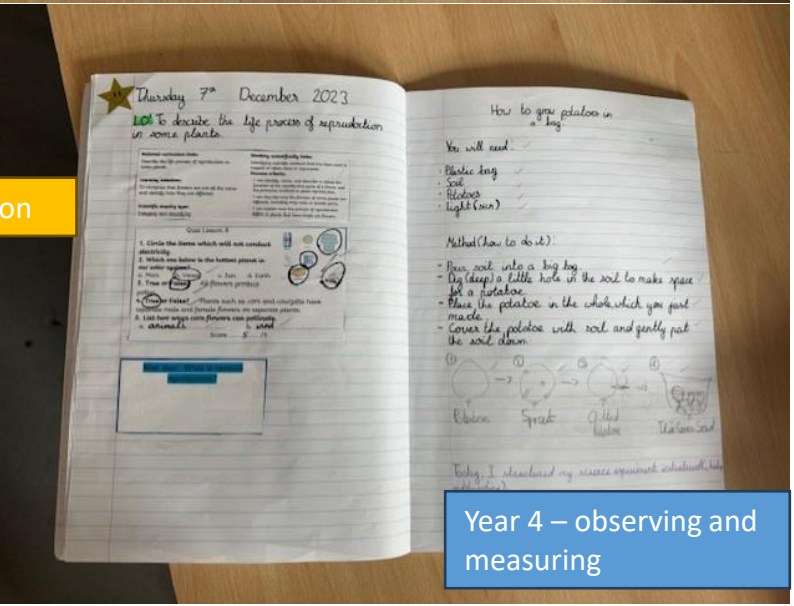
'What do you need to survive?'

**Key vocabulary:**

- survive
- sleep
- air
- food
- protection
- shelter
- exercise
- movement



Year 4 – setting up tests, asking questions



Year 4 – observing and measuring

L: B There is a school-wide commitment to continually improving assessment practice and processes for formative, summative and statutory assessment, through regular evaluation which ensures that they reflect the shared understanding of the purposes of assessment in science and current best practice.

Before PSQM, teachers and pupils were using Explorify, concept cartoons, random name selector, mini plenaries etc to formatively assess the pupils. This was working well for most pupils, but this would not always work without lower attaining pupils. They were relying on teacher support.

Before PSQM, we used Insight to record summative data. This data was then used to plan interventions with English, maths and science as a focus. This worked well for our lower attaining pupils and the gaps in learning were closed. However, there was no additional planning to challenge and stretch the pupil working at or above age-related expectations.

During PSQM, we introduced Kagan cooperative learning. Kagan Cooperative Learning provides structured support, peer assistance, and opportunities for active participation.

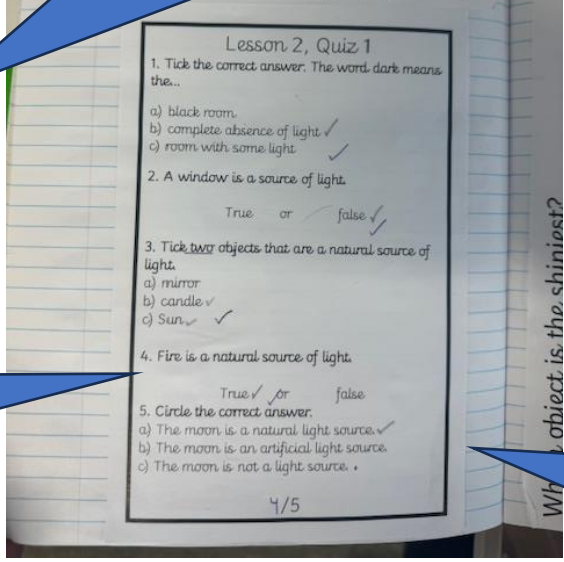
Our lower attaining pupils are now working collaboratively with their partners to magpie idea, ask questions and get support, helping them feel like more confident learners. Lower attaining pupils are now contributing more in class discussions allowing teachers to assess their progress and understanding of the topic.



Y3 - Kagan cooperative 'Find someone who'

'I love doing the Kagan activities, I get a movement break and it's a better way to learn rather than sitting at my desk.' Y3

The knowledge organisers are great for the children to refer to so they can answer many of their own questions. T4



During PSQM, we introduced retrieval style questions at the start of every lesson based on previous data. These questions can be based on any science topic from any year group they have been in.

Retrieval questions at the start of each lesson help pupils revisit and retain previous topics, aiding memory and comprehension.

'The retrieval questions are a great way for all ability pupils to revisit previous topics. They find it more challenging than expected sometimes. 'Y5 teacher

# WO: A : Whole-school planning links science to other areas of learning, including English and mathematics, and to whole-school initiatives.

## EYFS – planning linked to science.

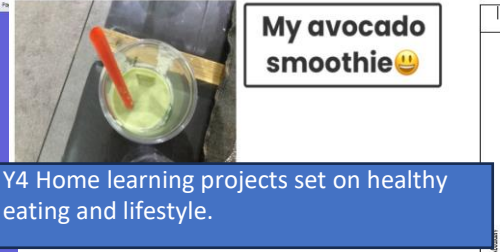
### Literacy Planning

Teaching Concept (15 mins)	Task (20 mins)		
Read <b>Penguin Small</b> by Mick Inkpen. <a href="https://www.youtube.com/watch?v=tz3aazLpGpM">https://www.youtube.com/watch?v=tz3aazLpGpM</a>	Focus Task - CT	Group 1	Group 2
Ask <b>chn</b> questions about the story. Where did the story take place? (cold, icy, snowy, ocean) Who was main character? How did Penguin Small feel at the beginning of the story? Terrified.	Give <b>chn</b> a picture of a polar bear. <b>chn</b> suggest words to describe a polar bear and write them as a shape poem in their book using their book using the template. <b>chn</b> should have at least 3 words written.	Make lollipop stick perquins - colour stick black leaving a patch of white for its belly. Wrap a black pipe cleaner around for its wings. Add googly eyes and paper orange beak. Children to role play the story with their penguin stick puppets.	Adult Initiated
What other words can <b>chn</b> think of that mean the same or similar to how Penguin Small was feeling when his friends left him? Sad, frightened, scared, unhappy, afraid... Discuss words that mean the opposite of these feelings (happy, excited). Ask two volunteers to stand at the			Group 3 Talk to <b>chn</b> about the weather where they live. Who has been to a hot country? To a cold country? Show children different suitcases- hot and cold. Sort through the items they would pack for a hot country and cold country. Divide page in to two parts, draw appropriate clothes on each side for hot and cold countries. Write Hot and Cold accordingly.

Y1 - whole class reading to Science. Children explained why the materials were or were not appropriate for a house – Linked to materials.



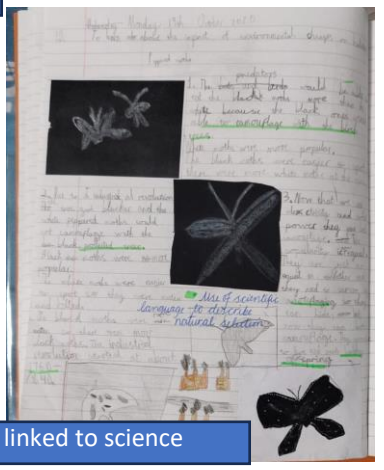
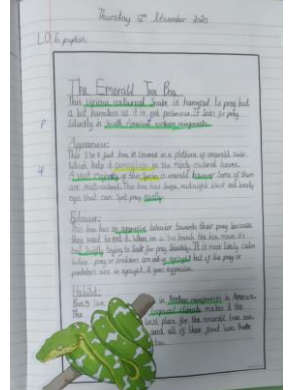
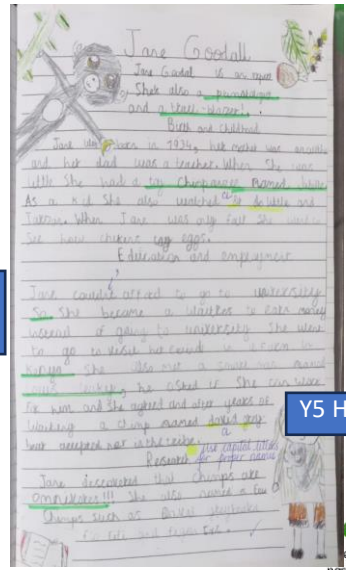
Y2 - Linked topic 'Great Fire of London' to Science 'Materials' – 'Why did the fire spread so quickly'



Y4 Home learning projects set on healthy eating and lifestyle.



Year 3 made pizza's as discussed how to make it more of a 'healthy choice' linked science to the cooking task.



Y5 Home extended writing task linked to science

Year 1 and Year 4 half term knowledge organiser and Science homework.



Eyfs - Children using key vocabulary to describe the natural resources. Links to literacy

Curriculum Map	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Everyday materials		Our changing world Plants and seasons	Plant detectives	Looking at Animals/ Animal antics	Using our senses
English	<b>Text:</b> Traction Man Fiction: Character description about their own superhero  <b>Non-Fiction:</b>	<b>Text:</b> Man on the Moon Fiction: story writing Man on the Moon  <b>Non-Fiction:</b>	<b>Text:</b> The Enormous Turnip Fiction: Recount story – the Enormous turnip  <b>Non-Fiction:</b> Recount story – the Enormous turnip	<b>Text:</b> Elmer Fiction: Re-tell Elmer story.  <b>Non-Fiction:</b> (information text)	<b>Text:</b> Three Billy Goats Gruff Fiction: Recount/Narrative	<b>Text:</b> Lost and Found Instruction writing Non-Fiction Poetry
			labels and captions			

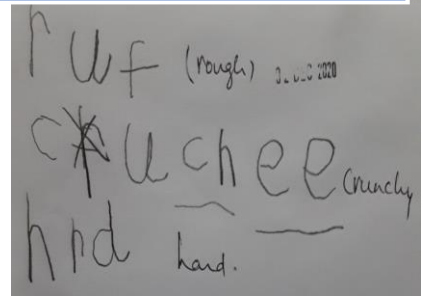
Year 1 – Long term plan focused around science.

Animals Including Humans

Key Vocabulary	Animals
<b>amphibians</b>	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.
<b>birds</b>	All birds have a beak, two legs, feathers and wings.
<b>fish</b>	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
<b>mammals</b>	Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.
<b>reptiles</b>	All reptiles breathe air. They have scales on their skin.
<b>carnivores</b>	Animals that mostly eat other animals (meat) are carnivores.
<b>herbivores</b>	Animals that only eat plants are herbivores.
<b>omnivores</b>	Animals that eat both plants and other animals are omnivores.

Happy Halloween!  
Dear all,  
For half-term holidays, we have assigned you Maths and English homework. In addition, please complete 20 minutes of Times Table Rock Stars each day and about 60 minutes of Reading Eggs over the week. Please read a book of your choice and be prepared to tell the class about your book in detail.

Lastly, for Science, please do some research on our next topic- Teeth and Digestion. After that, please create a project to bring back with you to school. This could be a 3D model of teeth, a poster or fact file on digestion. Be creative!



**L: C :** The whole-school community supports and promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future.

Before PSQM, many of the science workshop, visits or extra-curricular activities link to science were organised by the science lead.

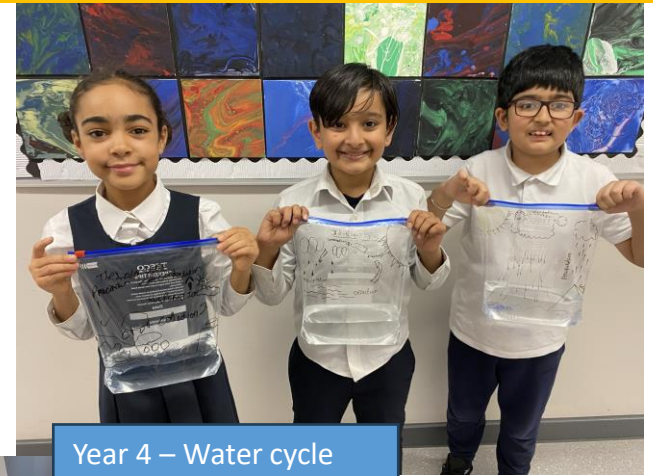
During PSQM, teachers are organising trips, workshops or visitors arriving without subject leader support. They are thinking about interactive and creative ways of teaching science practically and linking it to real life context.

By planning more science related trips and workshops it helps to expand children's understanding, engagement, and practical application of scientific concepts through hands-on experiences and interactive learning environments.

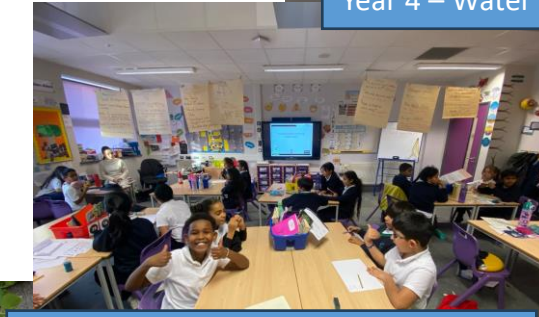
**L:A Key need:** To empower both teachers and pupils to become more confident in knowing what the skills are, how they can be applied and their wider use in cross curricular work.



Y3 – Resources left for pupils to explore and answer questions



Year 4 – Water cycle



Year 5 – general knowledge science quiz



EYFS – Life cycles



EYFS – Gardening and eating what's grown



Rocket ship workshop y5



Y5– observing and measuring

Before PSQM, we planned Science as a stand-alone subject. We planned to teach Science for a minimum of 2 hours a week with a practical aspect included. However, this was not always taught consistently across the school. Teachers were not supported regularly enough, and this caused inconsistencies.

During PSQM, we wanted to raise the profile of science in our school and now plan our subjects around our science topics. Book looks and observations are organised on a termly basis to monitor the standard of science being taught across the school and support is given to teachers that need it. Teachers can visit the 'Science surgery' or email the subject leader to observe a lesson or discuss targets on a 1:1 basis.

Pupils now have more opportunity to develop their critical thinking, problem-solving, and inquiry skills. Linking science across the curriculum promotes a deeper understanding of scientific concepts and their real-world applications. The standard of teaching and learning of science across the school has improved and teachers are feeling more confident planning and delivering higher quality lessons.

Before PSQM, we planned three trips a year for each year group, none of these trips needed to link to science.

During PSQM, we have arranged at least one school trip a year, for each year group, with a direct link to their science topic.

By organising Science trips, pupils are getting the opportunity to build on their science capital. The trips enhance pupils' engagement, offering hands-on experiences, sparking curiosity, and reinforcing classroom learning. They also gain the opportunity to develop a deeper understanding of scientific concepts through real-world exploration.

WO: B: There is regular and purposeful involvement in a range of initiatives supported by other organisations and topical science activities, both in school and with their families.



Science week



Y4 Observing quality of river Thames workshop

Notifying parents of Eco shop bottles saved



Year5&6 – science championships



Year5&6 – First aiders



Y3

EH Ellimere Herzene Sagun

In response to: Half term homework Spring 1

Hot Chocolate with Mrs Dokal  
Congratulations to all our hot chocolate winners for this week.



Science Championships

A huge congratulations to Hanush Wadhwa, Tabitha Chouhan, Ayaan Tadijuddin and Sherpreet Ghuman, for taking part in the Science championships on Wednesday 8<sup>th</sup> November 2023! They worked collaboratively to answer 30 science-based questions and came an impressive 9<sup>th</sup> place of 170 teams playing across the country. The pupils were motivated, determined, and dynamic! We are so proud of you, thank you for representing Edison Primary School so well!

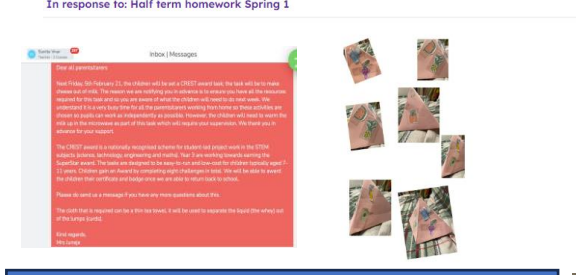


Science news shared with parents

‘Wow, we are reducing the use of single use plastic and helping our planet! I am so proud of all of us!’ Year 5 pupil



Year2 – home science project



Science home projects shared on Seesaw & message home to parents about project.

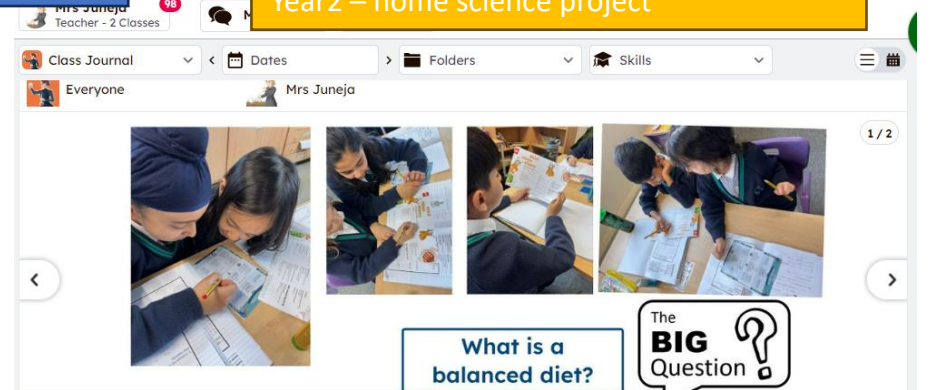


Y6

Y6 Heart dissection workshop CLEAPPS support



EYFS- Farm visit



Year 3– Science posts on Seesaw.

What is a balanced diet?





WO: B: There is regular and purposeful involvement in a range of initiatives supported by other organisations and topical science activities, both in school and with their families.



Hounslow Urban farm visit for all year groups– Links to animals including humans topic



I loved Science week! We got to learn about different scientists and do lots of investigations! YR2 pupil



Year 1 - Visit to Kew gardens – Links to 'Plants' topic.



Local secondary school visit for science workshop



Science week poster competition – 'Time' theme



Whole school science fair

# WO:B Key need: To introduce a school-based, pupil run 'eco refill shop'



'What a great experience, the children were well organised and knew what they were doing. The products are great! Well done.' Parent

'I love the Eco shop, it's like I have my own business and it's nice to know we are reducing plastic pollution.' Y5 Pupil

'When are we meeting again for the Eco shop? I want to make more posters to advertise our products.' Y6 pupil

Eli's Eco refill shop products and price

Product	Scent	Price per 500ml
Fabric Conditioner	Fresh Linen	£1.50
Fabric Conditioner	Tropical Coconut	£1.50
Hand Soap	Cucumber+ Aloe Vera	£2.25
Hand Soap	Clementine	£2.25
Hand Soap	French Vanilla	£2.25
Laundry Liquid	Fresh Linen	£2.00
Laundry Liquid	Tropical Coconut	£2.00
Washing Up Liquid	Wild Rhubarb+ Lemon	£1.50
Washing Up Liquid	Apple Orchard	£1.50
Body wash	Pink Grapefruit+ Aloe Vera	£2.75
Body wash	Nourishing Coconut	£2.75
Body wash	Tea Tree+ Mint	£2.75
Body wash	Wild Rhubarb+ Aloe	£2.50



PRODUCTS!!!!!!



**Eco Refill Shop Reopening**

**Wednesday 28<sup>th</sup> February**

**Small hall 3:15-4pm**

We Accept Cash or Card

Don't forget your clean, empty 500ml bottles

TRANSFORM OUR WORLD

REUSE, REDUCE, RECYCLE

Dear Parents/Guardians,

Exciting news! The Eco refill shop is reopening on Wednesday 28<sup>th</sup> February 2024, 3:15-4pm. As your child is an essential part of the Eco team, we would like to request a later pick-up time of 4:15pm to ensure they have adequate time to participate in handling setup, sales, and packing away.

Please let us know if there are any issues or concerns with this adjusted pick-up time. We appreciate your understanding and support in making the Eco Refill Shop a success.

Kind regards,  
Mrs. Juneja

Please donate clean, empty 500ml bottles for our Eco refill shop