



Edison Primary School

Weekly News

07 June 2024

Hot Chocolate with Mrs Dokal



Word Count Millionaire

We are delighted to announce our current word count millionaire readers in KS2! They are proudly wearing their brand new, golden word millionaire badges so we can all celebrate their achievements!



This week we are so proud to announce that Zain Ali Year 3 Faraday Class has now achieved a 3-million-word count! Keep going Zain. We also have Anish P, Riaz W & Aria L who has reached half a million-word count. Well done, keep going!

Edison Primary School Achieves PSQM GILT Award



We are thrilled to announce that Edison Primary School have achieved the PSQM GILT award, a prestigious recognition granted by the Primary Science Quality Mark program. This award highlights our commitment to excellence in science education and acknowledges the significant strides we have made in enhancing science leadership, teaching, and learning within our school. Previously, Edison Primary School earned the PSQM award. Now, achieving the PSQM GILT award demonstrates our enhanced teaching and learning capabilities.

Carla Bennet, the PSQM reviewer for Edison Primary School

"This submission is a real credit to the Subject Leader, Sunita Juneja, and also to the wider school community, staff, pupils, and their parents. It is clear the school has worked very hard on this submission and should be praised for the quality and difference they have made to science across the school. Their hard work and determination have enabled the school to make a difference to their pupils' enjoyment and learning in science.

There is no doubt that this submission qualifies for the PSQM GILT award. A big well-done to the whole school team and children for their part in developing an engaging science curriculum that meets the needs of our pupils."

We are delighted with the reviewer's comments and remain committed to our journey of excellence in science education. The PSQM GILT award is a testament to our hard work and dedication. We look forward to building on this success to inspire the next generation of scientists, engineers, and innovators.



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Attendance Winner

Well done to Reception, Newton Class for being the winners for the highest attendance this week with a percentage of 98.4%.

Registration Form	Attendance Week 03/06/2024 - 07/06/2024	
YR Bell	98.1%	3rd
YR Newton	98.4%	1st
Y1 Franklin	98.3%	2nd
Y1 Watson	87.8%	
Y2 Fleming	95.5%	
Y2 Pasteur	91.7%	
Y3 Curie	96.3%	
Y3 Faraday	87.9%	
Y4 Carson	97.6%	
Y4 Goodall	95.7%	
Y5 Armstrong	90.5%	
Y5 Jemison	95.4%	
Y6 Einstein	90.9%	
Y6 Hawking	97.3%	

Early Start for Early Birds!

In response to requests from parents, we are pleased to announce that our 'Early Birds' breakfast club will open at **7.45am** from 15 April onwards.

The following charges will apply:

'Early Birds' Breakfast Club - £6 per session (one hour)
 'Night Owls' After School Club - £6 for one hour and £12 for two hours.

Early Birds runs from 7.45am to 8.45am, and Night Owls runs from 3.45am to 5.45am daily. At each of these clubs, children get the opportunity to catch up with their friends, play games and have a healthy snack.

Parents and carers can book their child's sessions on ParentPay 48 hours in advance. However, if you should need to book a slot at short notice, please contact the School Office to check availability.

Over and Above: Focus of the Week

Editing and Improving

Our dedicated attention this week centered on adhering to **our four school principles: Ready, Respectful, Safe, and Kind**. The primary objective was to surpass the norm in these aspects, fostering mutual assistance in enhancing our collective commitment. At Edison, continual improvement is paramount, and our weekly focal points contribute significantly to achieving this objective. See the outstanding individuals recognised for going "Over and Above" in the newsletter, with the added privilege of enjoying hot chocolate with Mrs. Dokal.

Next week the Focus is 'Being an excellent scientist'.





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Attendance – Late Arrivals

This is a polite reminder that if your child/ren are late in the mornings, please ensure you bring them to the school office as they would need to be signed in by the adult.

We have a new electronic sign in system, the office team will assist you with this.

Please **DO NOT** drop your child/ren at the gate and allow them to come into school on their own.

Early Pick-Up Procedure

If you require to collect your child/ren early for any reason, you would be required to send an email to info@edisonprimary.org with a reason to why you are requesting an early collection, the email will be passed onto Mrs Dokal to authorise.

If collection is for medical appointment, you would need to provide proof of the appointment, and this should be provided to the office at least 24 hours before the appointment.

To help the attendance of the pupils in class and ensuring that they are getting the best out of the education, early collection will not be permitted unless authorisation has been by Mrs Dokal in a reply to your email.

We thank you for your support and understanding.

Car Parking

Please remember that parking on school premises is for **STAFF ONLY**. Please support our school and its safety by parking a short way away and walking with your child. **Please** can we urge you all to continue to support the school and be aware of not blocking local residents' driveways, double parking and bus routes. Also please remember parking on double yellow lines is **NOT** permitted at any time. We would like to say a big thank you to all those parents that have been mindful to the local residents when parking.

Scooters and Bikes

We would like to remind you that if your child rides a scooter or bike to school, you must park it under the bike sheds, near the main school entrance. Wherever possible please keep them locked too. These should only be left here for the duration of the school day. Please **DO NOT** leave anything overnight or over the weekend as this would be left at your own risk. We appreciate your support with this.

Bringing Children to School

Your child should arrive at school by **8.45am**, the school gate opens from 8.35am so you can drop your child at their year group entrance from this time onwards. Please ensure you support your child by ensuring they arrive on time and ready to learn. Any late arrivals should need to report to the main school office. If your child is going to be absent for any reason, please inform the school office by **8.30am** using our automated telephone service and choosing option 1. Lateness, at either end of the school day, is disruptive and can make the children anxious. Please make every effort to arrive at school on time to help your child have the best school experience possible. Persistent latecomers (more than three episodes) will be referred to Mrs Dokal and, if the

lateness is not then resolved, will be passed onto the Education Welfare Officer for further action.

Night Owls Collection

Our school office closes at **4.30pm**. If you are picking up your child from After School Club after this time, please use the bell at the school office entrance, and Mrs Mahal or Mrs Gill will come to meet you, and fetch your child from the club. If you have rung the bell and there is no answer, please call the school mobile: 07814 021729. This will only be necessary on the occasions that the children are taken outside to play. We appreciate your patience and support with this.



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Picture News

IN THE SPOTLIGHT 1 **NEWSPAPER**
10th - 16th June

Set for a Soggy Summer?

While the UK is no stranger to wet weather, some forecasters are predicting a seriously soggy summer which could see fifty days of rain. That is ten more days of rain than the country had last summer. In order for a day to be classed as 'rainy,' there must be a minimum of 2.5mm of rainfall within 24



Pictured: Walking in the rain. Source: Canva.

hours. So far, the wettest UK summer on record was in 1912, over 110 years ago. That year saw fifty-five days of rain during the three-month summer period. The beginning of this year has indeed seen widespread rainfall in the UK, and it is thought that climate change may be behind this. As the climate warms, the atmosphere is able to hold more moisture, which can lead to higher levels of rainfall. However, in recent days, the Met Office have dismissed the precipitous predictions saying, 'It's not possible to forecast a specific number of days of rain in the UK for a whole season.' So, it looks like we might just need to wait and see – and keep our fingers crossed!

Bubbl-icious

Have you ever tried bubble tea? Even if the answer is no, you have almost certainly heard of it, as the cutesy drink has gained much popularity over recent years. Also known as pearl milk tea or boba, the drink originates from Taiwan. The typically cold drink is traditionally made using black tea, milk, sugar, ice and the famous bubbles, which are called tapioca pearls. The pearls are soft and chewy and are made by mixing a starchy substance, called tapioca, with water and brown sugar. The drink's popularity has gone from strength to strength thanks to users sharing their love for bubble tea on social

media. As the super-cool beverage has travelled around the world, different variations of the drink have evolved, including the use of syrups, jellies and new flavours, such as matcha, jasmine, mango, passionfruit and so many more! The drink even has its own emoji! 🧋



Pictured: Pearl milk tea. Source: Canva.

Can the voices of the young be as powerful as those of adults?



I believe that we all need to make our opinions heard. If we feel strongly about something, we must let other people know. Anita

Let us know what you think about this week's news

picture-news.co.uk/discuss

help@picture-news.co.uk

[@HelpPicture](https://twitter.com/HelpPicture)



Edison Primary School

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IN THE SPOTLIGHT 2 NEWSPAPER 10th - 16th June

Chasing Cheese

The world-famous Cooper's Hill Cheese Chase was back this year! The annual cheese-rolling event is held at the near-vertical Cooper's Hill, in Gloucester, England, and involves competitors chasing after a wheel of Double Gloucester cheese. The cheese is rolled down a steep embankment, and the winner is the first person down the hill! Very few of the entrants remain on their feet, with most falling and tumbling down the 180-metre hill. The much-anticipated Spring Bank Holiday event includes men's and women's downhill races, as well as adult's and children's uphill races. Only 25 people are allowed to enter each downhill race, and they do so at their own risk as many people sustain injuries whilst competing! The winner of each race receives an 8lb (3.6kg) Double Gloucester cheese wheel, the honour of being called a Cheese Champ, and the admiration of the thousands of spectators, who watch the event live or stream it! Although cheese rolling has been around for much longer, the first



Pictured: Abby Lampe, women's race winner.
Source: Cooper's Hill Cheese Roll Facebook page.
races at Cooper's Hill are thought to have been held in 1826! Abby Lampe, from North Carolina in the USA, is the 2024 women's champion and also won the race in 2022. Abby gave the advice of, 'Be the cheese! You just have to roll. There's a little bit of pain, but it's just going to be temporary.' Other English extreme traditional races include the Tetbury Woolsack Races, where racers carry a heavy woolsack, weighing up to 27kg, around a course.

Do you think that it is good to keep these old, quirky traditions going?

Flamingo Lays First Egg Aged 70

A 70-year-old flamingo has surprised many by laying an egg for the first time ever this spring! Gertrude lives at Pensthorpe Nature Reserve in Norfolk, UK, part of a flock of around sixty flamingos. Although her egg is not fertile or viable so it will not hatch, staff say that it is a great indication of how happy and healthy Gertrude is. Ben Marshall, from Pensthorpe Nature Reserve, said, 'This has still been a fantastic experience for Gertrude to display her maternal instincts, partner up, and sit on a nest along with the rest of the flock. Whilst Gertrude won't have an egg to hatch this year, lots of our other flamingos are due to hatch their flaminglets in a few weeks. We know that Gertrude is very protective of the young in the flock and will make a great



Pictured: Gertrude and her egg.
Source: Pensthorpe Nature Reserve X page.

aunt and babysitter of the impending young.'

Did you know that baby flamingos are called flaminglets? They also learn to swim very early - not long after they have learned to walk! Do you know any more flamingo facts?

Can the voices of the young be as powerful as those of adults?



I think it is more difficult for children to make their voices heard. Adults can use social media!

Tomas

Let us know what you think about this week's news



picture-news.co.uk/discuss



help@picture-news.co.uk



[@HelpPicture](https://twitter.com/HelpPicture)



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TAKEHOME

10th - 16th June



In the news this week

Prime Minister, Rishi Sunak, has announced that a UK general election is to take place on 4th July. He made the announcement in a press conference outside 10 Downing Street. Parliament was dissolved on Thursday 30th May, and the members of Parliament have returned to being members of the public. Many are campaigning to be re-elected. A general election is when people over 18 can vote for who they want to represent them in the UK parliament. It could mean a new government party and new leader for the UK this summer.

Things to talk about at home ...

- > What do you know about general elections? Ask someone older at home to recall previous elections.
- > Many people have come forward to say they'd like to see changes with how the country is run. Can you think of a positive change the government could make?

Please note any interesting thoughts or comments



Is voting the best way to change things?

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



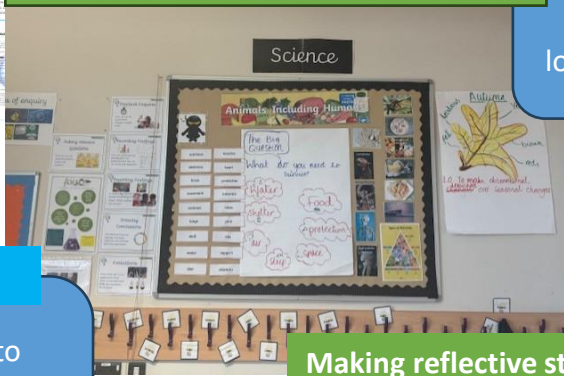
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SL: A To regularly meet with staff and children to update and share visions after SL's training.

Governors report



Year 3 – vision and values displayed



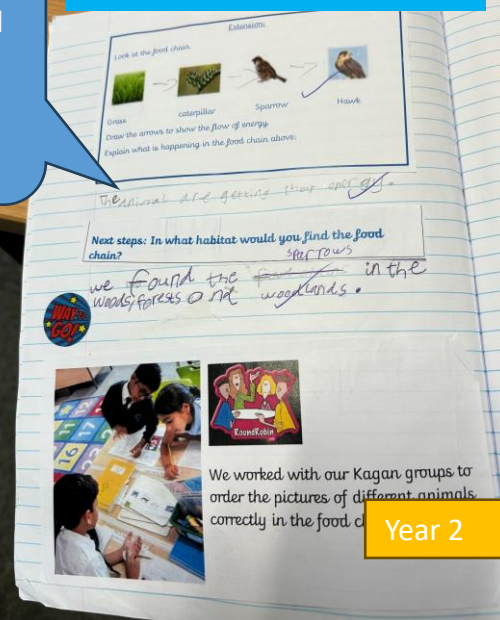
Year 2 – impact of stock availability

'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

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>Using</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 Spaggy's 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 - Sharing 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>Practical investigations</p>	<p>Outdoor learning opportunities where appropriate.</p>

Year 1 – purposeful investigation



Year 1

Year 1 – purposeful investigation



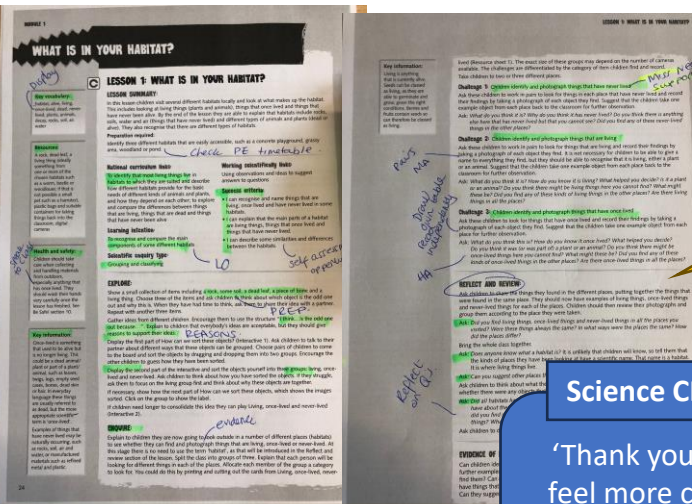
Year 1

Teaching A Key need: Provide CPD for staff and support teachers in teaching and delivering

Snap science planning edited and discussed during CPD

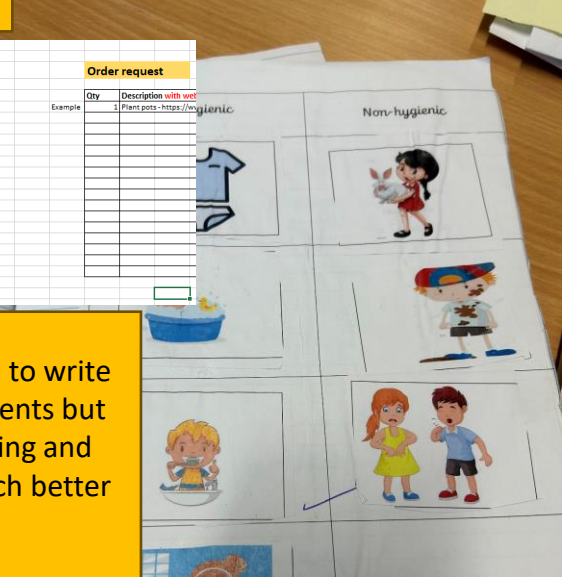
Visions and values impact

Science excel stock list used to order resources



I like that science is linked to real life. I learn lots about life and can surprise my parents. 'Year 4'

Science stock 2023-2024	Quantity	Class	Order request	Quantity	Class
Fluorescent roll	8		Fluorescent roll	8	
CD	15		CD	15	
Blindfolds	18		Blindfolds	18	
Light observation box	2		Light observation box	2	
Materials			Materials		
Bin of mixed fabric	1		Bin of mixed fabric	1	
Newspapers	1		Newspapers	1	
Bubble wrap in a bag	1		Bubble wrap in a bag	1	
Plastic tubs	0		Plastic tubs	0	
Measurement			Measurement		
Funnels small	4		Funnels small	4	
Funnels large	4		Funnels large	4	
100ml cylinder	7		100ml cylinder	7	
500ml cylinder	6		500ml cylinder	6	
250ml cylinder	4		250ml cylinder	4	
10ml cylinder	17		10ml cylinder	17	
25ml cylinder	6		25ml cylinder	6	
Funnel	1		Funnel	1	



I like that I don't always have to write in science, I like the experiments but found the writing hard. Gluing and sticking my answers was much better for me. 'Year 2'

Science skills displayed in classroom in a 'child friendly' way to refer to

Science CPD impact
 'Thank you for your support, I feel more confident to teach a practical science lesson next week!' ECT year 5

Planning support with science skills

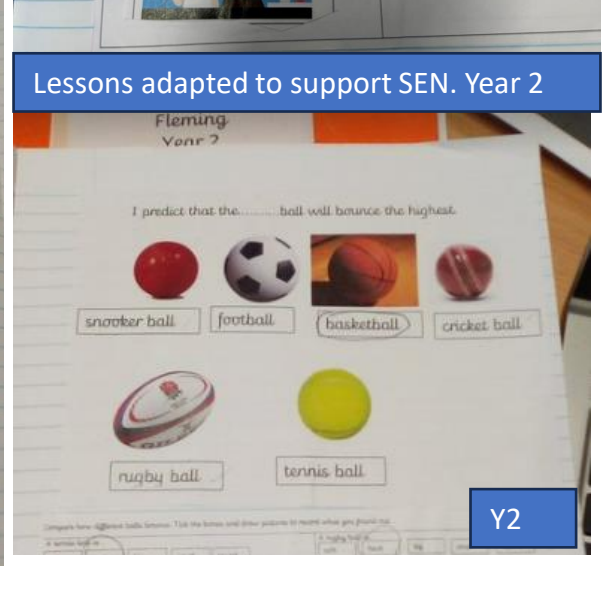
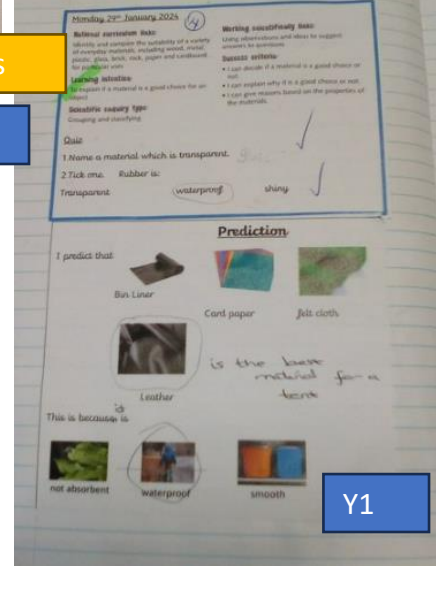
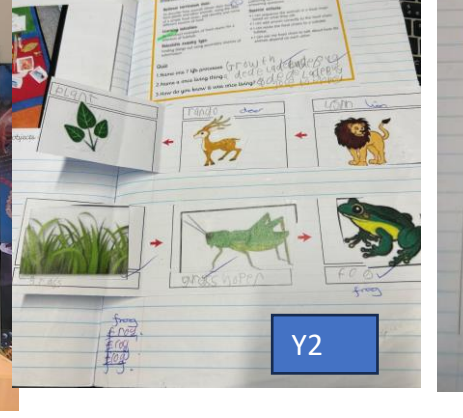
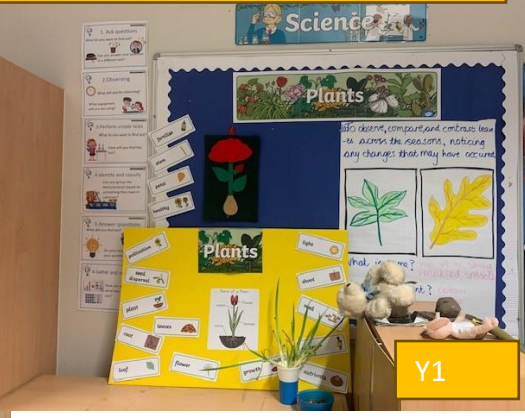
Lessons adapted for EAL

Lessons adapted to support SEN. Year 2



Science display updated with flipchart from lesson

Recap quiz & LO consistency




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

'child friendly' working scientifically aims for classrooms



Asking relevant questions

Practical Enquires

Taking Careful Observations

Recording Findings

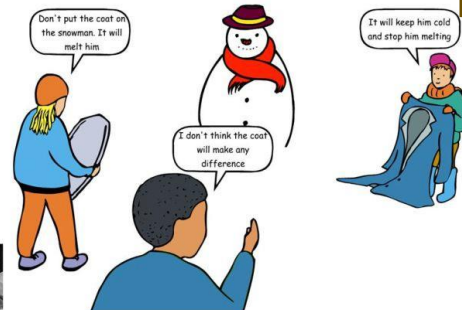
Reporting Findings

Drawing Conclusions

Evaluations

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:

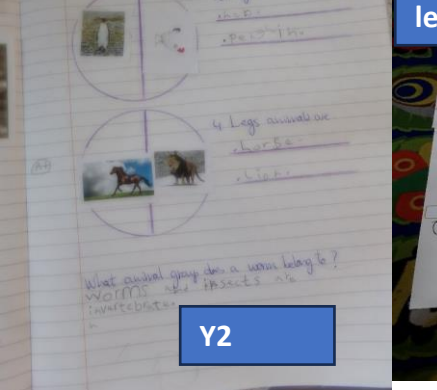
1. Timetable
2. Curriculum
3. Scientific literacy
4. Scientific enquiry
5. Responsive teaching
6. Assessment
7. Safe science
8. Outdoor learning

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

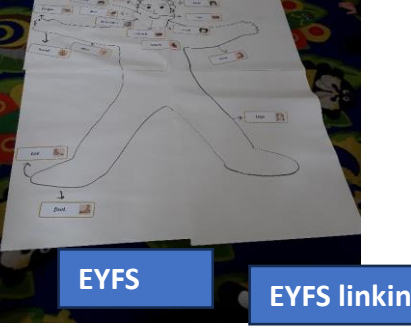
Used to support new EYFS lead



PLAN
Planning for assessment

EYFS Matrices

Planning support for science lesson ECT



EYFS

Task 20 mins

Adult Initi

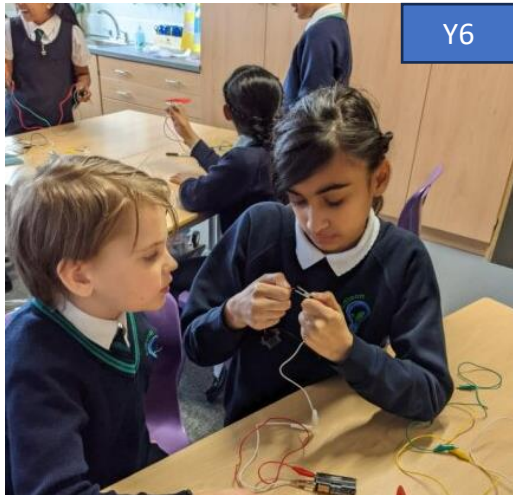
Tuff tray activity linked to science topic: Nature table- Which tree is it from? Use magnifying glasses to look carefully at leaves, seeds and fruits from other trees in the area and use identification guides to help identify and name them. Nature table: Can you use all your senses to tell someone about 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

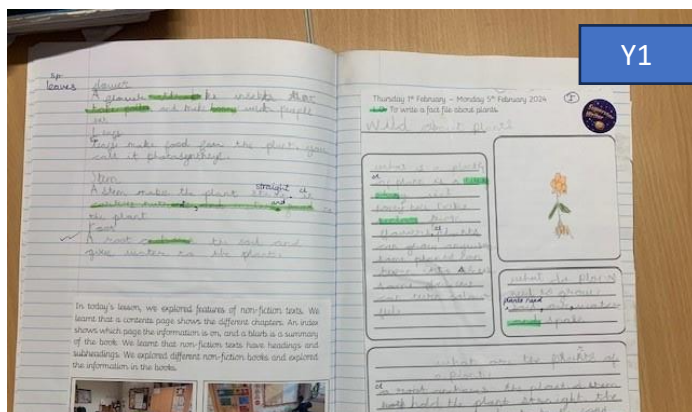


Y5 and Y2



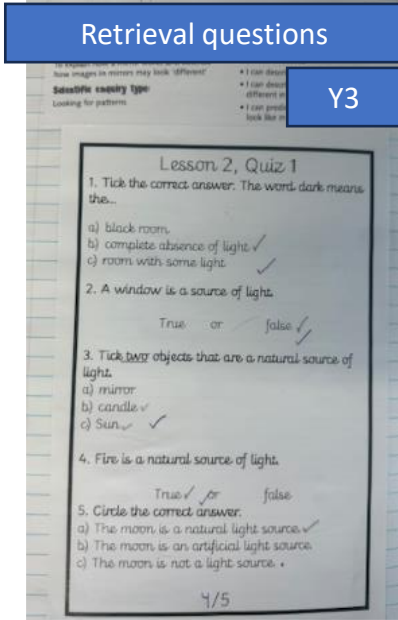
Y4

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

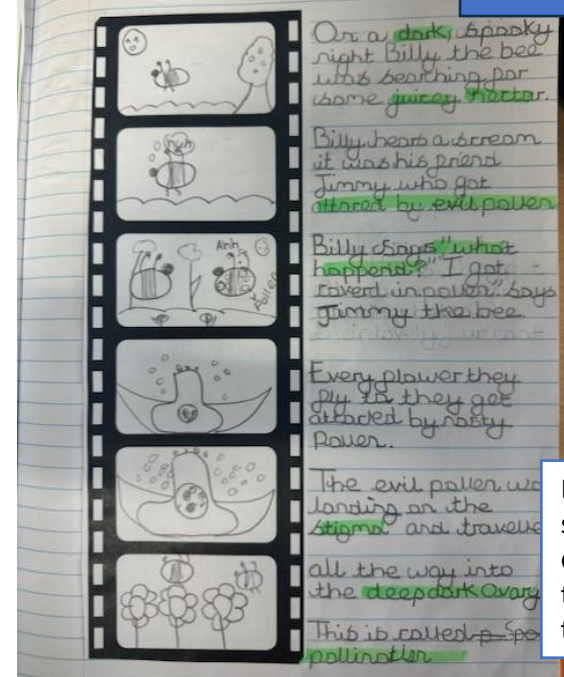
Before PSQM, children were only being assessed at the end of the unit. After PSQM, Mini retrieval style questions are now included in lessons to monitor pupils progress and understanding. Any gaps in learning will be planned for to support the children's learning needs.



Retrieval questions

Y3

Seed dispersal link in English



Y3

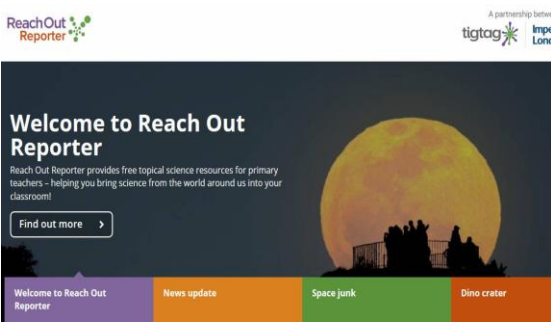


Y6

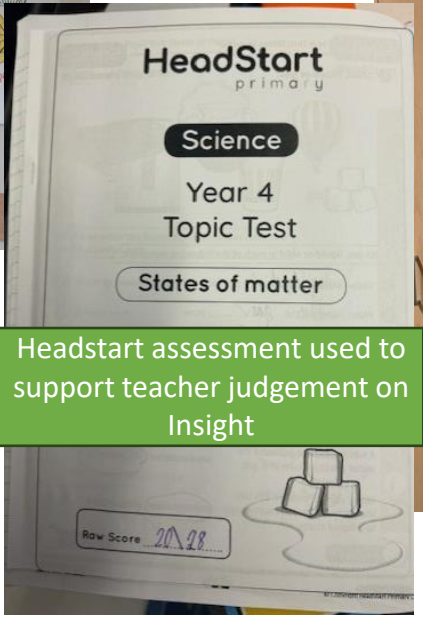
Before PSQM, science links were present in some lessons across the curriculum but now we can see evidence of science linked in subjects that challenge pupils understanding, and teachers can monitor progress.

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



Headstart assessment used to support teacher judgement on Insight



Science skills displayed Child friendly

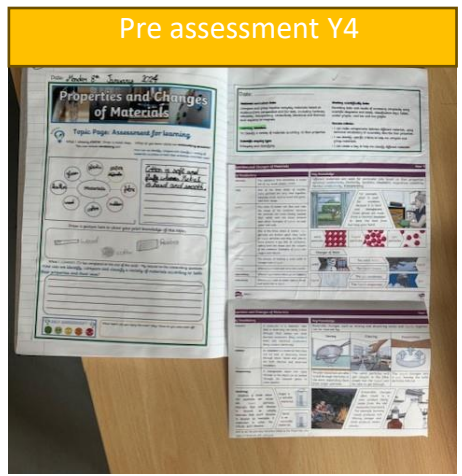
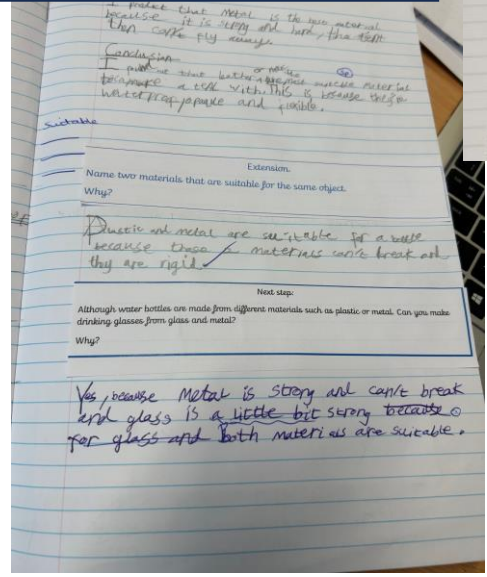
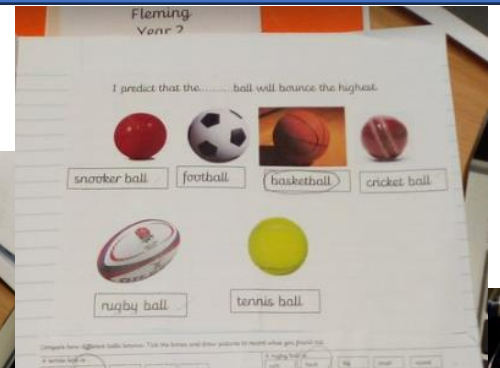
The working scientifically posters are a great way to remind me and the children to think about what skills we are using in the lesson. Teachers, year 1

Adaptation to support EAL pupil

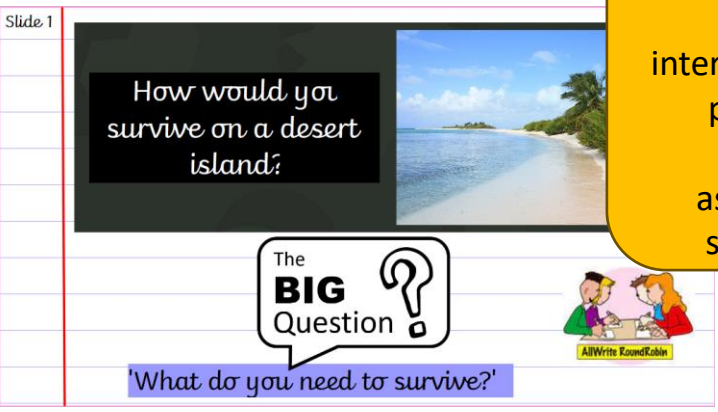
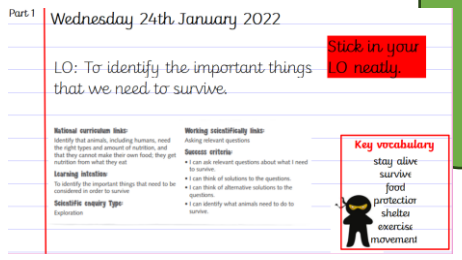
Lessons were inconsistently planned. They were planning lessons words for word.

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

Challenge to extend pupils learning



Find someone who – Kagan strategy



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...

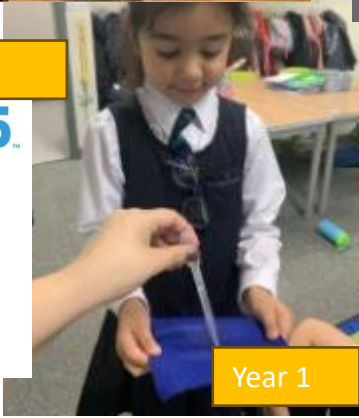
RoundRobin

Sentence stems to support oracy

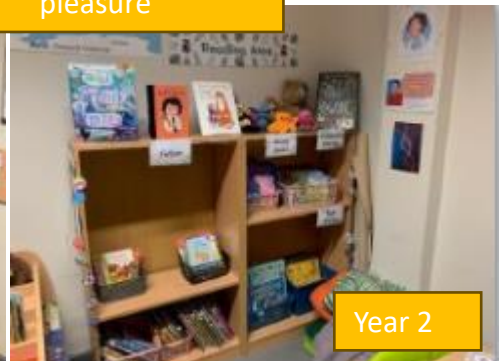
Using LEXIA core 5 for science reading links



Year 3



Year 1



Year 2

T:C Key need: To audit more closely looking at each piece of equipment and replacing damaged ones.

Science reading booking system in place

2. Science stock

Update document by **Friday 5pm**
 Stock will be ready in the Science room by **Monday 9am**
 Ask science ambassadors to collect an return s...

I prefer ordering stock in advance, it means I need to make sure I am more organised and prepared for the lesson and saves me time searching for stock myself. YR2 teacher



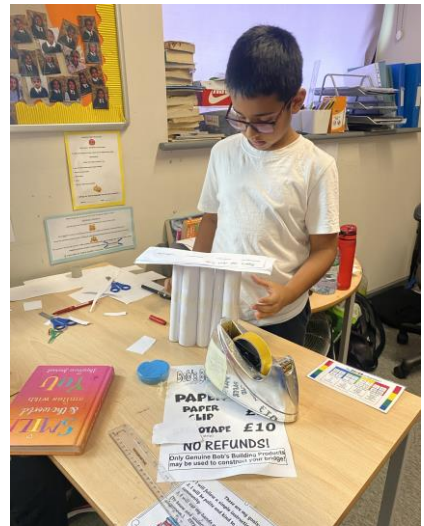
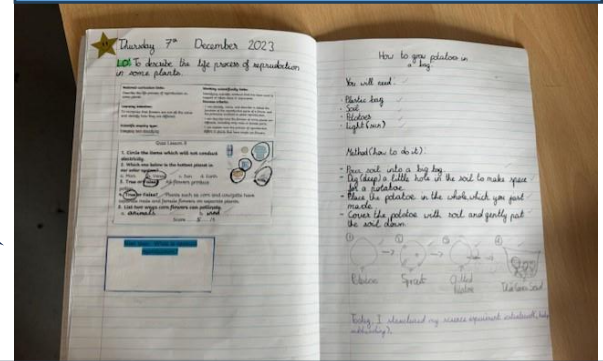
Science stock organised and accessible

I like that I don't always have to write in science, I like the experiments but found the writing hard. Gluing and sticking my answers was much better for me.' Year 2

We use more resources in Science now, the lessons are much more fun! I also I ke collecting it from the science room and returning it to the science room. Year 4, science ambassador

I love our new Science books, I can learn lots of new facts and they are so interesting. YR3

Practical lesson include resources to answer questions



Year 3- bridge building using upcycled materials

Qty	Description with website link	Website	Unit price	Total
1	Plant pots - https://www.hope-education.co.uk/product/science/environmental-science/field-studies/plant-pots-75mm-pack-of-10/he1007223	HOPE		

Central area to request science resources

I look forward to the science news in assemblies! I like keeping up to date with how science could change our future. YR5

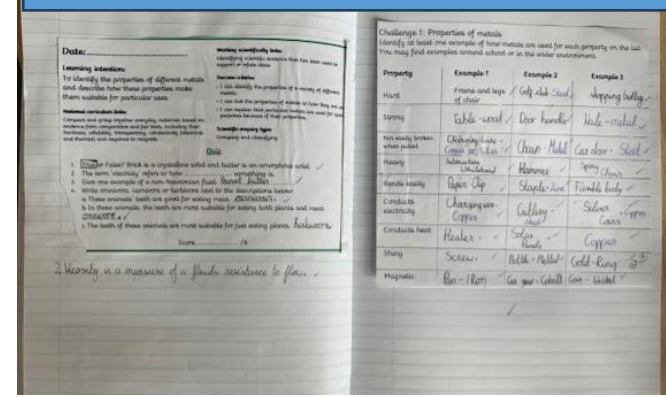


Year 4- Thames quality visit – Using local resources

Year 4- states of matter practical



Range of resources being used in investigation

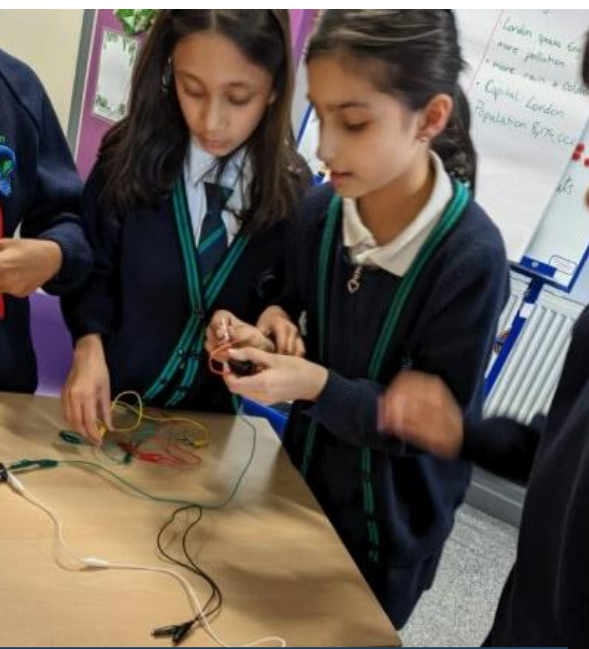


L: A : Children develop independence in the full range of enquiry types, using scientific enquiry skills appropriately to answer scientific questions about the world around them.



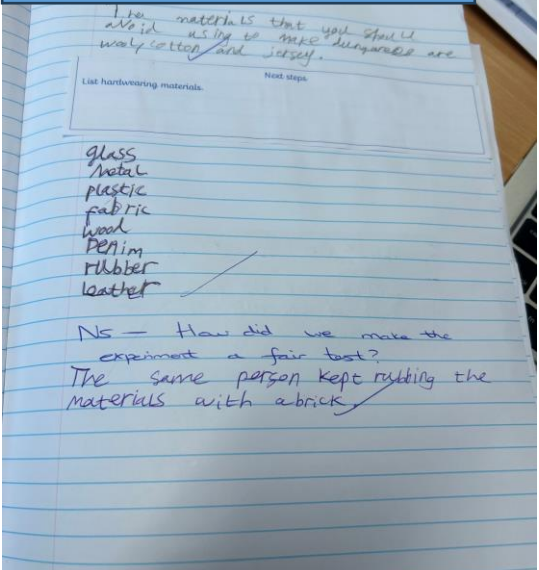
Y4- comparative and fair testing of the quality of the River Thames.

Y4- grouping and classifying



Y6 – Pattern seeking Electricity

Y2 – identifying, classifying and grouping.



Y1- observation of environment over time.

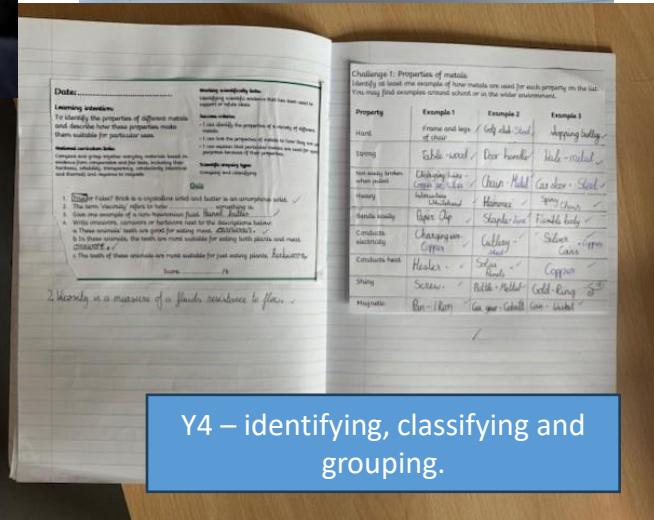


When we started PSQM, pupils and teachers were aware of the five types of enquiry and had a good understanding but were not confident referring to them within lessons and linking tasks to the enquiry.

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.

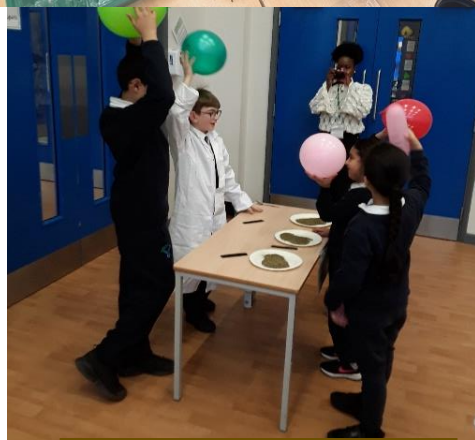
Year 2 – Observing changes over time in playground



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:

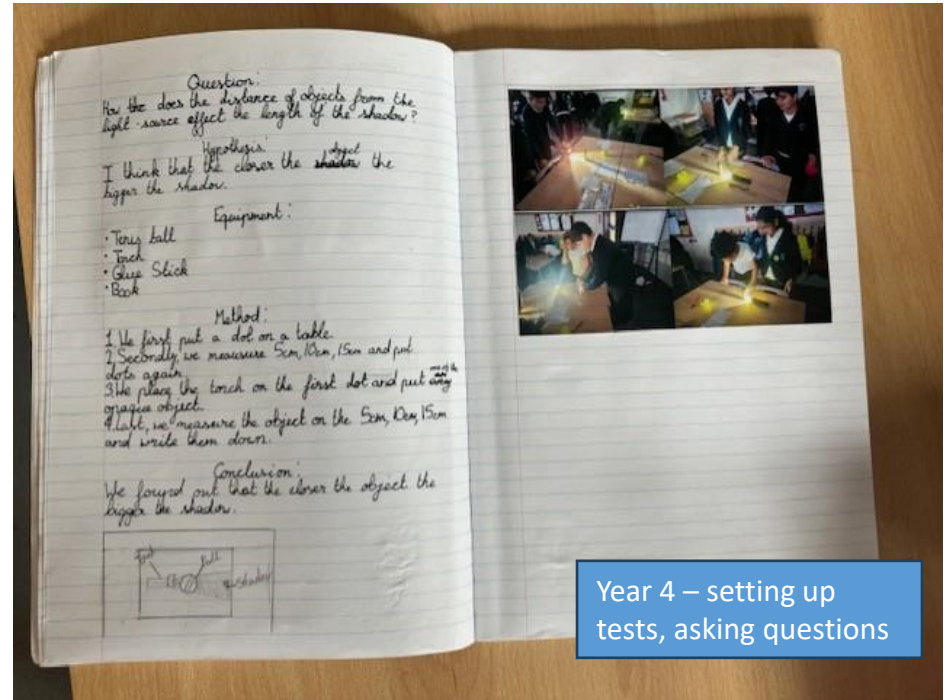
- I can ask relevant questions about what I need to survive.
- I can think of solutions to the questions.
- I can think of alternative solutions to the questions.
- I can identify what animals need to do to survive.

The BIG Question ?

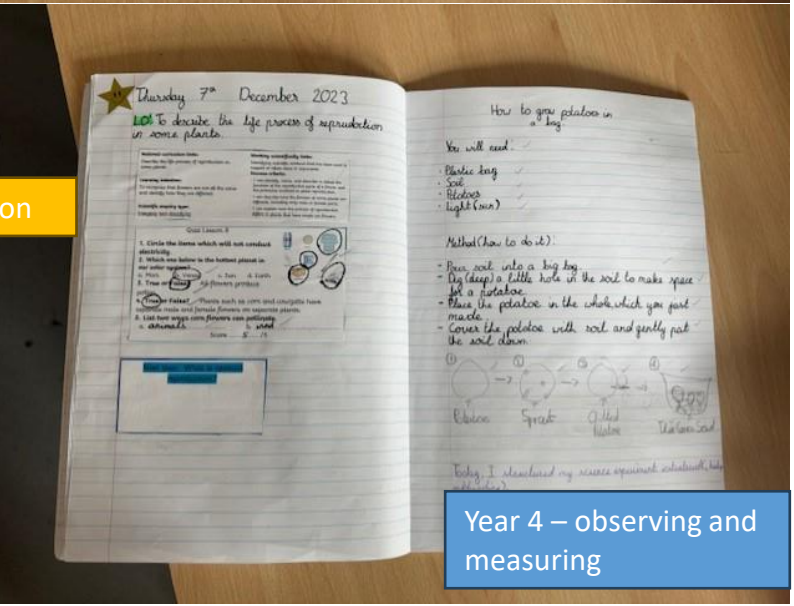
'What do you need to survive?'

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.

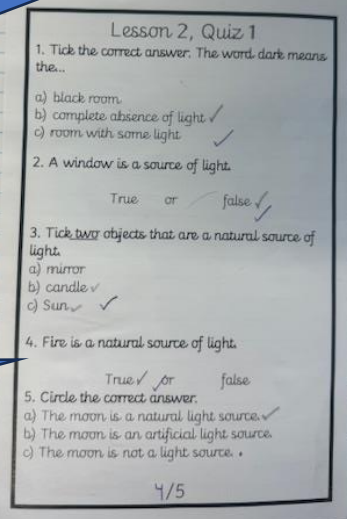
Our lower attaining pupils are now working collaboratively with their partners to magpie idea, ask questions and get support, helping them feel like more confident learners. Lower attaining pupils are now contributing more in class discussions allowing teachers to assess their progress and understanding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

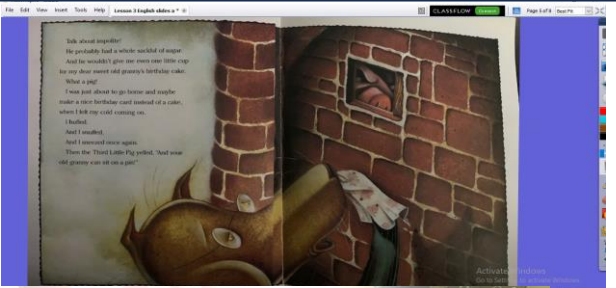
Retrieval questions at the start of each lesson help pupils revisit and retain previous topics, aiding memory and comprehension.

'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.

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



The Great Fire of London.
How did it all begin?
Time to find out!

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

My avocado smoothie 😊

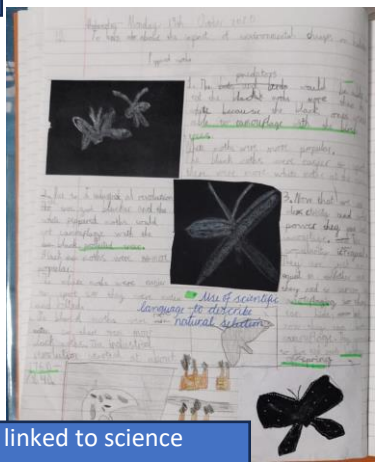
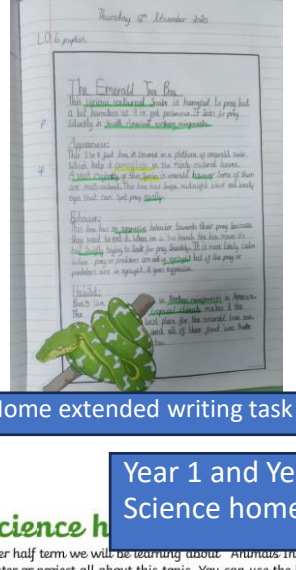
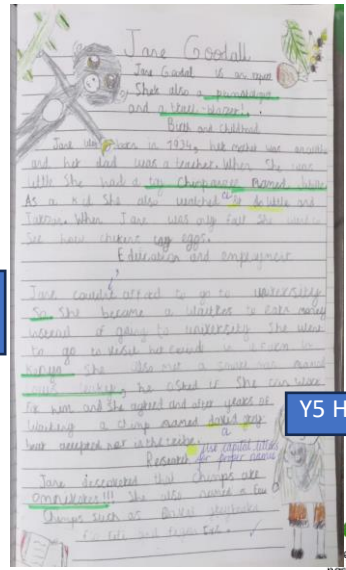
Y4 Home learning projects set on healthy eating and lifestyle.

Literacy Planning

Teaching Concept (15 mins)	Task (20 mins)	
Read Penguin Small by Mick Inkpen. https://www.youtube.com/watch?v=tz3aazLpGpM	Focus Task - CT	Adult Initiated
Ask chn 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.	Group 1 Give chn a picture of a polar bear. chn suggest words to describe a polar bear and write them as a shape poem in their book using their book using the template. chn should have at least 3 words written.	Group 2 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.
What other words can chn 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 chn 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.	



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

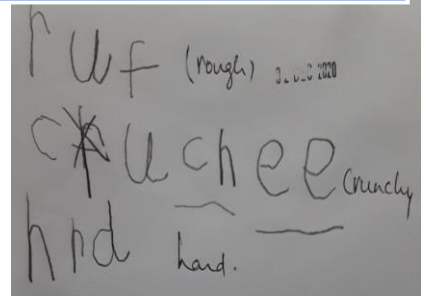
Curriculum Map		Year 1				
Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Everyday materials		Our changing world Plants and seasons	Plant detectives	Looking at Animals/ Animal antics	Using our senses
English	Text: Traction Man Fiction: Character description about their own superhero Non-Fiction: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

Year 1 – Long term plan focused around science.

Animals Including Humans

Key Vocabulary	Human	Mammals	Birds	Fish	Mammals	Reptiles	Amphibians
amphibians		human, mouse, dog, cow					
birds			penguin, chicken, flamingo, robin				
fish				goldfish, tuna, shark, eel			
mammals					snake, tortoise, lizard, alligator		
reptiles							
amphibians							
herbivores							
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.

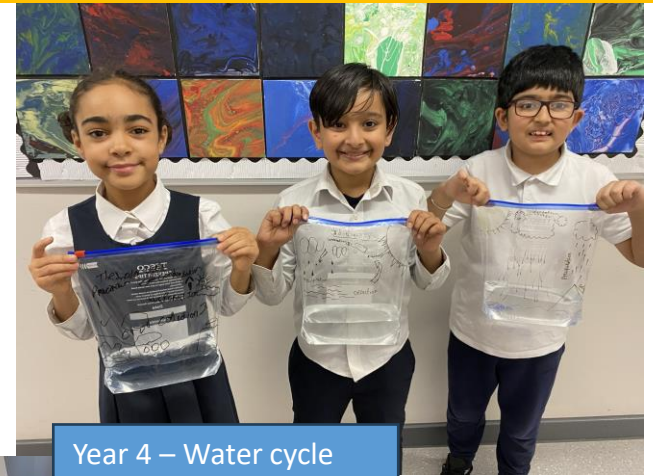
During PSQM, teachers are organising trips, workshops or visitors arriving without subject leader support. They are thinking about interactive and creative ways of teaching science practically and linking it to real life context.

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



Y5– observing and measuring



Rocket ship workshop y5

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

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 8th November 2023! They worked collaboratively to answer 30 science-based questions and came an impressive 9th 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!

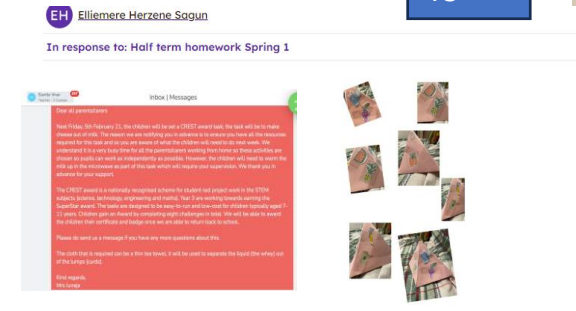


'Wow, we are reducing the use of single use plastic and helping our planet! I am so proud of all of us!' Year 5 pupil

Science news shared with parents



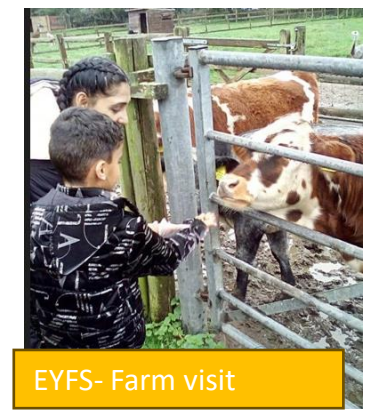
Year2 – home science project



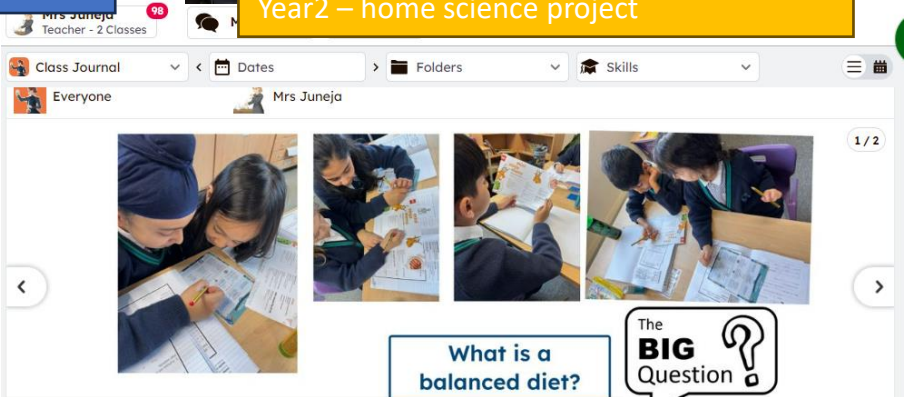
Science home projects shared on Seesaw & message home to parents about project.



Y6 Heart dissection workshop
CLEAPPS support



EYFS- Farm visit



Year 3– Science posts on Seesaw.

VO: 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
Dish Washing Liquid	Fresh Linen	£2.00
Dish Washing 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	Pink Grapefruit+ Aloe	£2.50



PRODUCTS!!!!!!



Eco Refill Shop Reopening

Wednesday 28th 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 28th 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

What Parents & Carers Need to Know about

WHATSAPP

AGE RESTRICTION
16+
in UK and Europe;
rest of the world 13+

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients; not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently, as the UK's Online Safety Bill proposes to end such encryption on private messaging; WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

...MSG ME...

WHAT ARE THE RISKS?

EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

FAKE NEWS

WhatsApp's connectivity and ease of use allows news to be shared rapidly - whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'Forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from an original... and might not be entirely factual, either.

'VIEW ONCE' CONTENT

The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content - but a recently added WhatsApp feature now blocks this, citing increased privacy.

CHAT LOCK

Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

VISIBLE LOCATION

WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safely on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location - potentially letting strangers identify a child's home address or journeys that they make regularly.

Advice for Parents & Carers ...TYPING...

EMPHASISE CAUTION

Encourage your child to treat unexpected messages with caution; get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

THINKING BEFORE SHARING

Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy - and all too common - for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

ADJUST THE SETTINGS

It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval; you can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need - and then turn it off.

CHAT ABOUT PRIVACY

Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'Locked Chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sending behaviour of young people in the UK, USA and Australia.



...HEY OSCAR...



Source: <https://blog.whatsapp.com/an-open-letter> | <https://iq.whatsapp.com/1072088958232> | https://iq.whatsapp.com/38005896189245/?helpref=hc_fna | <https://www.whatsapp.com/security> | <https://blog.whatsapp.com/chat-lock-making-your-most-intimate-conversations-even-more-private> | <https://www.aura.com/learn/whatsapp-scams>