## Science - Calendar of Events

<table>
<thead>
<tr>
<th>Date:</th>
<th>Year:</th>
<th>Activity/trip/visit:</th>
<th>Focus area:</th>
<th>Impact of activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/10/15</td>
<td>Year 6</td>
<td>Trip - ‘Real Science’ at local Discovery Centre</td>
<td>A Junior Chemistry at Work Event</td>
<td>• To understand what soil is made of and how to compost</td>
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<td>• An insight into worms and how they contribute to soil health</td>
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<td>• To learn about the flight or fight chemistry of emotions</td>
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<td>• To investigate solar cells</td>
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<td>• To question why people smoke</td>
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<td>• To understand the diet and common illnesses of horses</td>
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<td>• To know how police use chemistry to solve crimes</td>
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<tr>
<td>16/11/15 to</td>
<td>Whole</td>
<td>Campaign - ‘Switch Off Fortnight’ through EDF</td>
<td>A fun way to bring the energy topic</td>
<td>• To think about the amount of energy wasted in our school by leaving lights and other appliances on</td>
</tr>
<tr>
<td>27/11/15</td>
<td>School</td>
<td></td>
<td>to life for pupils, as well as help our</td>
<td>• To consider the ways in which small decisions can have a national or global effect</td>
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<td></td>
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<td>school save energy</td>
<td>• To think about ways in which people can be persuaded to change their behaviour</td>
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<tr>
<td>4/11/5 to</td>
<td>Whole</td>
<td>Blog on ‘Switch off Fortnight’ using EDF resources</td>
<td>IT - Blogging</td>
<td>• To use IT as a tool for sharing our thoughts on the campaign</td>
</tr>
<tr>
<td>18/12/15</td>
<td>school</td>
<td></td>
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<tr>
<td>19/11/15</td>
<td>Whole</td>
<td>Assembly – talk by parent who is a BAFTA award winning</td>
<td>Parent shared information about area of</td>
<td>• To make links between science in the classroom and the wider world</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>sound engineer</td>
<td>work to make real life links</td>
<td>• To understand how a scientist might work</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Year(s)</th>
<th>Event</th>
<th>Activity / Task</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| 19/11/15   | Year 3 and 4            | Visitor – parent who is a BAFTA award winning sound engineer          | To use a Theramin                                                              | • To know the instrument was invented in 1919  
|            |                         |                                                                      |                                                                              | • To understand that it is an instrument that is not touched  
|            |                         |                                                                      |                                                                              | • To make a ‘spooky’ sound with the instrument |
| 19/11/15   | Year 5 and 6            | Trip – Anglian Water Education Centre                                 | Water Recycling Centre                                                          | • To know who Anglian Water are and what they do  
|            |                         |                                                                      |                                                                              | • To know that the water cycle is important to provide water for all life on Earth  
|            |                         |                                                                      |                                                                              | • To learn how to be Sewerwise  
|            |                         |                                                                      |                                                                              | • To have knowledge of the sewage treatment process  
|            |                         |                                                                      |                                                                              | • To understand filtration can clean water |
| 30/11/15   | Year 1 and 2            | Trip – Local Reserve Centre                                           | To take part in an Autumn visit                                                | • To learn about the signs of Autumn  
|            |                         |                                                                      |                                                                              | • To understand why leaves fall from trees  
|            |                         |                                                                      |                                                                              | • To identify leaves and trees using their senses  
|            |                         |                                                                      |                                                                              | • To know about the weather including wind speed and temperature  
<p>|            |                         |                                                                      |                                                                              | • To know how to use a compass |
| 15/12/15   | KS1 and KS2             | Activity – to watch Tim Peake become the United Kingdom’s first astronaut in space for more than 20 years | Rocket Science!                                                                 | • To enthuse and motivate pupils with STEM agenda topics |
| 7/1/15     | Years 5 and 6           | Activity – Science subject leader to deliver 20 minute sessions to develop the questioning skills of year 5 and 6 (Session 1 – What’s in the Box?) | Questioning skills                                                             | • To deepen questioning skills |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Years and Grades</th>
<th>Event Description</th>
<th>Activity</th>
<th>Themes and STEM linkages</th>
</tr>
</thead>
</table>
| 11/1/16    | Years 5 and 6    | Trip – Science Day at S. School                                                    | To take part in science workshops             | • To know the skills needed to be an astronaut  
• To understand more about the planets and their moons  
• To learn about NASA                                                                                                                       |
| 14/1/16    | Years 5 and 6    | Activity – Science subject leader to deliver 20 minute sessions to develop the questioning skills of year 5 and 6 (Session 2 – macro photography What is it?) | Questioning skills                            | • To deepen questioning skills                                                                                                                           |
| 21/1/16    | Years 5 and 6    | Activity – Science subject leader to deliver 20 minute sessions to develop the questioning skills of year 5 and 6 (Session 3 – What’s the question?) | Questioning skills                            | • To deepen questioning skills                                                                                                                           |
| 25/1/16    | Year 1 and 2     | Trip – Local Reserve Centre                                                        | To take part in a winter visit                | • To learn about signs of winter  
• To learn about animal hibernation  
• To look for signs of animals  
• To notice changes since their autumn visit                                                                                                      |
| 26/1/16    | Year 3 and 4     | Activity – Principia Space Diary                                                   | To complete the introductory chapter – Pre-launch | Themes and STEM linkages:  
• English  
• DT  
• Healthy living  
• Healthy eating  
• Science inquiry, research and reporting                                                                                                         |
<p>| 28/1/15    | Years 5 and 6    | Activity – Science subject leader to deliver 20 minute sessions to develop the questioning skills of year 5 and 6 (Session 4 – SIDs grid of a puzzling picture) | Questioning skills                            | • To deepen questioning skills                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Years or Grade</th>
<th>Activity</th>
<th>Description</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/2/16</td>
<td>5 and 6</td>
<td>Activity – Science subject leader to deliver 20 minute sessions to develop the questioning skills of year 5 and 6 (Session 5 – What’s in the Box?)</td>
<td>Questioning skills</td>
<td>• To deepen questioning skills</td>
</tr>
<tr>
<td>11/2/16</td>
<td>5 and 6</td>
<td>Activity – Science subject leader to deliver 20 minute sessions to develop the questioning skills of year 5 and 6 (Session 6 – to prepare for ‘Ask the Expert’)</td>
<td>Questioning skills</td>
<td>• To deepen questioning skills with Bloom’s taxonomy</td>
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<tr>
<td>11/2/16</td>
<td>Whole School, organised by School Council</td>
<td>Activity – to make and sell a booklet full of children’s writing on the astronaut Tim Peake</td>
<td>To write something about the inspiring astronaut Tim Peake, it could be: a poem, recount, adventure story, diary, letter, postcard, drawing with labels, newspaper report, comic strip, etc.</td>
<td>• To engage in relevant and motivating science at home</td>
</tr>
<tr>
<td>29/2/16</td>
<td>Year 5 and 6</td>
<td>Activity – ‘Ask the expert’</td>
<td>To use questioning skills to take part in a Q and A session with an expert. The expert is the manager of Local Museum.</td>
<td>• To ask questions • To have links with outside organisations to enrich the teaching and learning of science</td>
</tr>
<tr>
<td>17/3/16</td>
<td>Whole school</td>
<td>Activity – ‘Science Afternoon’</td>
<td>To engage in a selection of scientific activities with peers, relatives and school staff</td>
<td>• To actively engage in scientific enquires</td>
</tr>
<tr>
<td>18/4/16</td>
<td>Year 1 and 2</td>
<td>Trip – Local Reserve Centre</td>
<td>To take part in a Spring visit</td>
<td>• To learn about the signs of spring • To know how things may be different around the lake to when they previously visited</td>
</tr>
<tr>
<td>26/4/16</td>
<td>Year 3 and 4</td>
<td>Trip – Recycling Factory</td>
<td>Recycling and materials</td>
<td>• To engage, inform and enthuse children in recycling, waste issues and the environment</td>
</tr>
</tbody>
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<tr>
<th>Date</th>
<th>Class/Activity Details</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>8/6/16</td>
<td>Foundation class trip to Local Reserve Centre, The Very Hungry Caterpillar workshop</td>
<td>To understand that their recycling actions make a difference, To name different insects, To know differences between male and female spiders, To re-cap the story</td>
</tr>
<tr>
<td>9/6/16</td>
<td>Year 5 and 6 activity – living things classification with a parent who manages Local Museum, Year 6 – Living things and their habitats, to 'describe how living things are classified into broad groups according to common observable characteristics</td>
<td>Broad groups are identified and used to classify living things, Year 6 – Living things and their habitats, to 'describe how living things are classified into broad groups according to common observable characteristics</td>
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</table>