

THE  
REALLY  
PRACTICAL  
GUIDE TO

# PRIMARY SCIENCE



CAROL HOLLAND  
JOHN ROWAN

Second  
Edition

# Really Practical Guides Primary Science

**Diana Bentley**



## **Really Practical Guides Primary Science:**

**The Really Practical Guide to Primary Science** Carol Holland, John Rowan, 1996 A guide to teaching science in primary schools Its topics include understanding the National Curriculum and developing an effective scheme of work and this second edition has been revised to take account of National Curriculum developments *The Really Practical Guide to Primary Geography* Marcia Foley, Jan Janikoun, 1996 Substantially revised to incorporate the contents of the 1995 Revised Order and its major implications for geography teaching Includes two brand new chapters on the growing early years sector and OFSTED inspections A whole range of different ways to organise the geography curriculum is discussed with examples The resources sections have been updated and expanded *The Really Practical Guide to Primary English* Diana Bentley, 1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields *The Really Practical Guide to Primary Assessment* David Clemson, Wendy Clemson, 1996 Contents include National curriculum assessment Overcoming obstacles to assessment Mastering jargon tools and rules Doing assessment Records and reports Managing assessment The implications for schools and teachers *Teaching Primary Science* Peter Loxley, Lyn Dawes, Linda Nicholls, Babs Dore, 2013-10-15 Thought provoking and entices the reader to take a discerning look at science Claire Garven MA Senior Lecturer at the University of the West of England Bristol UK An approach to planning and teaching primary science that gives children permission to question their own preconceptions This enables teachers to encourage children to actively think and discuss what they see and give reasons for their developing scientific ideas Strongly recommended for teachers who want their children to learn to think scientifically Jane Gibson Senior Lecturer and Coordinator of primary science in ITE at the University of St Mark and St John Marjon UK This second edition brings science subject knowledge and pedagogy together to support inform and inspire those training to teach primary science Written in a clear and accessible way the book provides comprehensive coverage of science themes Ideas for teaching and examples from practice provide a basis for inspiring children to explore science and look at the world in new and intriguing ways Hallmark features Ideas for practice exemplify how you can help children to use scientific knowledge and concepts to satisfy their curiosity about natural phenomena Something to think about scenarios help to extend and develop your own understanding of key ideas The companion website includes links to suggested reading and Teachers TV clips for your own development and for use in the classroom New to this edition A new chapter called Views of Science Learning encourages the teacher to take a central role in helping children develop scientific attitudes skills and conceptual understanding Learning Outside the Classroom is a new chapter that provides ideas and guidance that helps to develop children's scientific skills and knowledge while also promoting positive attitudes to science New Global Dimensions sections offer starting points for discussion and

research into how scientific ideas can be positively applied and can be used to evaluate the impact of human activity on the natural world Talk Skills and Science Discussion sections enable you to develop children s scientific knowledge and verbal reasoning skills Effective Teaching in Schools Chris Kyriacou,1997 This book is structured in three parts firstly putting into context the wealth of research on what makes for effective teaching then building on the foundation by looking at specific aspects of good classroom practice and finally looking at ways of reflecting on experience to improve classroom practice **Primary Teaching Assistants Curriculum in Context** Carrie Cable,2014-03-18 Teaching assistants are uniquely placed to support children s involvement with learning through the curriculum This book explores those issues that are central to that process Specifically it examines strategies for supporting learning and assessment in English maths and science inclusive and imaginative practices in all areas of learning home and community contexts for learning working practices which support professional development This book is written primarily for learning support sta Teaching Assistant's Handbook: Primary Edition Janet Kay,2005-12-08 Stanley Thornes Primary Science Wendy Clemson,1997 A good grounding in Primary Science gives children a feeling of confidence in their own contributionEach topic contains 12 short activitiesStructured progression from one year to the nextStimulating investigative work throughoutProvides the teacher with all the support needed to deliver the Primary Science curriculum **Enhancing Primary Science: Developing Effective Cross-Curricular Links** Kelly, Lois,Stead, Di,2013-02-01 How can other subjects in the primary curriculum enhance the teaching and learning of primary science The key argument in the book is that children s learning is enriched through both discrete subject teaching and cross curricular approaches to the curriculum and that children become more effective learners when they make links between the different subjects This book gives helpful insights into why making effective cross curricular links enriches science and discusses when and how to make effective and authentic links between science and other subjects Each chapter tackles a particular subject and considers how it can enhance science learning through a variety of approaches and a wealth of ideas for the classroom Written in a clear accessible and informative style this book Includes contributions from a range of expert practitioners Provides a good balance between theory and practice Includes practical advice and tasks to help develop your confidence and skill in cross curricular teaching Is illustrated with examples of pupils voice This book is ideal for students teachers and schools who wish to adopt a cross curricular approach to teaching and enhance their primary science curriculum Contributors Alison Brade Mark Hamill Sharon Harris Shelagh Hendry Alison Hermon Pat Hughes Arthur Kelly Liz Lawrence and Cliff Porter Let this book take you by the hand and guide you skilfully past the pitfalls of cross curricular teaching in primary science whilst enjoying the celebration of creative and effective links between science and other subjects It is full of practical suggestions for cross curricular work but it never loses sight of the need for clear learning goals Rooted in the principles of collaborative learning this book inspires and informs Anne Goldsworthy Independent Science Consultant This important book explores a practical framework for cross

curricular teaching of science through a closely referenced theoretical rationale There are a range of open ended tasks that illustrate the rich learning opportunities that can be planned for when expert subject knowledge combines with a pedagogy for enquiry This is an essential read for all teachers inspired to tailor the curriculum to the needs and interests of their children Alison Peacock Headteacher of The Wroxham School and Transformative Learning Alliance Network Leader for the Cambridge Primary Review I enjoyed this book sharing insights into cross curricular approaches to primary science The authors have successfully demonstrated how they have put theory into practice There are many useful activities clearly outlined for use in the classroom based on the authors own experiences The reader will gain sound knowledge and understanding of how and why cross curricular approaches can enhance primary science through worked examples My particular favourite was the History of Bread I will certainly recommend this book to my students Kathy Schofield Senior Lecturer for Primary Science Manchester Metropolitan University UK These ideas have given me the confidence that cross curricular approaches can enrich scientific provision rather than dilute it Primary School Teacher Working Scientifically

Kevin Smith,2016-05-10 With the changes that have taken place to the National Curriculum for science the investigations that children should experience have broadened and become a key part of the curriculum necessary for the development of knowledge and understanding Working Scientifically is a comprehensive guide that will help primary teachers develop their skills improve their practice and nurture working scientifically in the classroom This book provides teachers with the tools and resources that are necessary for teaching science in a fun and exploratory way Focusing on individual skills it provides scientific activities in a number of different contexts It explores each skill multiple times to help pupils progress through the age related expectations and emphasises teaching through exploration questioning and dialogue Using the analogy of a journey to space as the central concept with each step of progression related to a step in the journey chapters include What is working scientifically Raising questions predictions and planning Observations measurements and recording Interpreting analysing and concluding Reflecting and evaluating Assessment Full of practical resources such as planning materials and assessment sheets Working Scientifically will be an essential guide for all qualified and trainee primary teachers wishing to develop their practice in this essential area of the Science curriculum **Mathematics in the Early Years** David

Clemson,2006-11-22 The Clemsons clear and readable book takes the reader from debates about how children learn and what children know and can do when they start school through to a discussion of how mathematics can be managed assessed and evaluated in the school and classroom Linking these two parts of the book is a section on the subject of mathematics itself from which the non specialist reader can gain a view of what mathematics is what needs to be thought about in planning and offering a curriculum and the special dilemmas faced in teaching and learning mathematics as a subject A bank of case studies offers an opportunity to see mathematics in action in a variety of classrooms **Practical Ideas for**

**Teaching Primary Science** Peter Loxley,2017-10-31 Practical Ideas for Teaching Primary Science is a fun and interactive

guide which supports teachers to design and deliver enjoyable science lessons Peter Loxley explores different scientific topics from growing plants and nutrition to forces and magnetism with an emphasis on story telling and art to help children share their ideas and work collaboratively in the classroom This practical guide uses a three stage framework design to encourage and guide sociocultural practice across three levels KS1 5 7 lower KS2 7 9 and upper KS2 9 11 The ideas for practice are placed in engaging and significant contexts to encourage curiosity and enquiry and most importantly promote feelings of pleasure and satisfaction from science learning Teachers are guided through hands on puzzles and activities such as role play and design and technology tasks both inside and outside of the classroom with health and safety aspects highlighted throughout to inspire children s interest in how the world works from an early age and provide them with the skills to apply their new found scientific thinking in other contexts Extended subject knowledge to all topics covered in this book can be found in Teaching Primary Science A companion website is available for both books Features include web links to external sites with useful teaching information and resources an interactive flashcard glossary to test students understanding Image bank with downloadable pictures for use in the classroom Practical Ideas for Teaching Primary Science is an invaluable teaching resource for both trainee and qualified teachers

**Primary Science** Mick Dunne, Alan Peacock, 2014-11-07 Why is science hard to teach What types of scientific investigation can you use in the primary classroom Touching on current curriculum concerns and the wider challenges of developing high quality science education this book is an indispensable overview of important areas of teaching every aspiring primary school teacher needs to understand including the role of science in the curriculum communication and literacy in science teaching science outside the classroom transitional issues and assessment Key features of this second edition include A new chapter on science in the Early Years A new practical chapter on how to work scientifically Master s level critical reading boxes in every chapter linking topics to relevant specialist literature Expanded coverage of creativity and link science to numeracy and computing This is essential reading for all students studying primary science on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE School Direct SCITT and also NQTs Mick Dunne is Senior Lecturer in Science Education at Manchester Metropolitan University Alan Peacock is Honorary Research Fellow at the University of Exeter

**Primary Science: Teaching the Tricky Bits** Neil Rutledge, 2010-10-16 Do you lack confidence in teaching the more difficult areas of primary science Do you want accessible well structured support Yes Then this handy book is for you It provides a combination of engaging practical lesson ideas and subject knowledge to help you teach the trickiest parts of primary science such as materials and their properties magnetism circuits forces and life processes Using strategies that have been successfully used in primary school classrooms it explains the most difficult topics in a simple non technical style It includes a range of accessible ideas hints and tips with a focus on providing a skills based problem solving approach to learning Each topic area includes advice on How to link the topic with other areas of learning Identifying and challenging common

misconceptions How to effectively pre assess the learners ideas to best meet their needs Practical activities for challenging and developing children s ideas Explanatory models to help pupils consolidate their understanding This book provides friendly support and guidance to anyone teaching or training to teach primary science      *Research and Debate in Primary Geography* Simon Catling,2017-10-02 This book brings together recent papers which make important contributions to understanding and developing primary geography It considers primary teachers and trainee teachers knowledge of geography how the primary curriculum uses geography teachers planning of geography teaching the way in which aspects of geography are taught what high quality geography might look like and children s geographical understanding and voices Though geography curricula change quite often in countries around the world the core matters noted above remain of constant and vital importance The papers in this book either concern research with primary teachers and children or consider key concerns in primary geography providing important perspectives for thinking about future developments in geography teaching and curriculum initiatives in primary schools This is a stimulating and enticing collection written by leading exponents of and experts in primary geography education This book was originally published as a special issue of Education 3 13      Primary Science Curriculum Guide John Stringer,2013-06-17 This guide provides trainee teachers with an insight into the nature and teaching of primary science It aims to introduce you to the ways in which children learn science and to the science itself Each Unit can be studied independently or used to support prepare for school experiences You will be directed towards additional reading which will develop or confirm the subject knowledge you will need to achieve QTS the curriculum guide is up to date revised to take account of Curriculum 2000 and accepted good practice in primary science teaching and learning It is also flexible many of the Units are stand alone They can be undertaken in any order at your own pace to complement school experiences The Units are practical and feasible the activities suggested can be undertaken by the non specialist in many cases without specialized equipment or access to large numbers of pupils The guide is comprehensive covering all the primary science elements in Curriculum 2000 and giving background information into other aspects of primary science teaching It is also supportive the guide suggests further texts to support trainees own understanding of the scientific and pedagogical concepts involved Additional reading draws on the TTA s list of approved key texts The original text was piloted by students following a distance learning PGCE course It has been revised and updated in line with their comments and to meet Curriculum 2000 and Curriculum Guidance for the Foundation Stage The text was initially developed as a core text for the part time distance learning course at Liverpool Hope and is designed for trainee teachers on distance learning and flexible routes returning converting or overseas teachers      Teaching Primary Science Peter Loxley,Lyn Dawes,Linda Nicholls,Babs Dore,2014-06-17 Primary Science Promoting positive attitudes to conceptual learningis a full colour core textbook to support inform and inspire anyone training to teach Science at primary level This book is a new kind of text linking subject knowledge and pedagogy in one package rather than treating them as separate

entities The text aims to encourage trainee teachers to teach scientific concepts in contexts which will inspire the children to look at the world in new and intriguing ways rather than presenting it as a list of facts and definitions Encouraging critical reflection and offering practical support this book will help trainee teachers to overcome negative attitudes to Science The two part structure of the book first presents insights into the nature of science and science education exploring issues such as the value and purpose of teaching Science in the primary school and the value of scientific enquiry It then moves on to cover subject knowledge relating it to pedagogy

**The Really Useful Book of Science Experiments** Tracy-ann Aston,2015-09-16 The Really Useful Book of Science Experiments contains 100 simple to do science experiments that can be confidently carried out by any teacher in a primary school classroom with minimal or no specialist equipment needed The experiments in this book are broken down into easily manageable sections including It s alive experiments that explore our living world including the human body plants ecology and disease A material world experiments that explore the materials that make up our world and their properties including metals acids and alkalis water and elements Let s get physical experiments that explore physics concepts and their applications in our world including electricity space engineering and construction Something a bit different experiments that explore interesting and unusual science areas including forensic science marine biology and volcanology Each experiment is accompanied by a subject knowledge guide filling you in on the key science concepts behind the experiment There are also suggestions for how to adapt each experiment to increase or decrease the challenge The text does not assume a scientific background making it incredibly accessible and links to the new National Curriculum programme of study allow easy connections to be made to relevant learning goals This book is an essential text for any primary school teacher training teacher or classroom assistant looking to bring the exciting world of science alive in the classroom

*Inspiring Science in the Early Years: Exploring Good Practice* Lois Kelly,Di Stead,2015-02-16 This book explores the science inherent in good early years practice and provides a rich range of ideas to inspire you to have a go in your setting It provides a balance between theory which underpins good practice and plenty of ideas of how you might put the theory into practice With a focus on how children learn about the world they live in and activities intended to develop scientific understanding the book offers an holistic approach with key topics including How children construct scientific meaning Tuning into children s initial scientific understanding How play supports the development of children s science ideas Providing a rich environment for learning early years science Developing children s scientific experiences This handy guide is ideal to support you if you are studying on an early years course or if you are an established early years professional who wishes to enrich early scientific learning in your setting Lois Kelly and Di Stead are Education Consultants specializing in primary science This clearly written and engaging book examines Science in the Early Years through a variety of activities including role play toys and technology The vital importance of sensory experiences and language is emphasized throughout The wide experience and knowledge of the authors guarantees a highly enjoyable read

The links to all curricula in the UK are extremely beneficial and I particularly liked the way that photographs and Key Points text boxes have been used throughout the book. The breadth and depth of writing about science makes this a highly desirable book for any practitioner working or studying in the Early Years. Kathy Brodie, Independent Early Years Consultant. As an Early Years consultant who is passionate about children's thinking, exploring, questioning, investigating, and most of all, engaging, I really enjoyed this book. I especially liked it because it provokes practitioners to think about science as the discovery and exploration of the world around us and not just as a National Curriculum subject. The mix of authors, their writing styles, and the content of each chapter makes it a really easy and engaging read. Definitely one to add to your reading list if you work with children in the Early Years. Alistair Bryce Clegg, Early Years Consultant. As the title suggests, this book from the first page onwards inspires the reader to learn more about how to develop, enhance, and incorporate effective practice in science in the early years. In addition to developing an understanding of how to approach the teaching of science, it gives a clearly articulated and accessible theoretical insight into how young children learn. To compliment this, there are points of reflection, case studies, practical tasks, and examples from the field. This is a valuable book for both students and practitioners alike as it goes beyond just giving suggestions for what to do; it explains the why and the how as well. Joanne McNulty, Manchester Metropolitan University. This is a warm, accessible book strongly grounded in research. It interweaves real-life examples of science in the early years with underlying pedagogic principles and inspires new possibilities. The enthusiasm of the authors is contagious. Kendra McMahon, Bath Spa University.

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