13th ANNUAL CONFERENCE: SCIENCE, LANGUAGE AND LITERACY

Edited highlights from the day's programme

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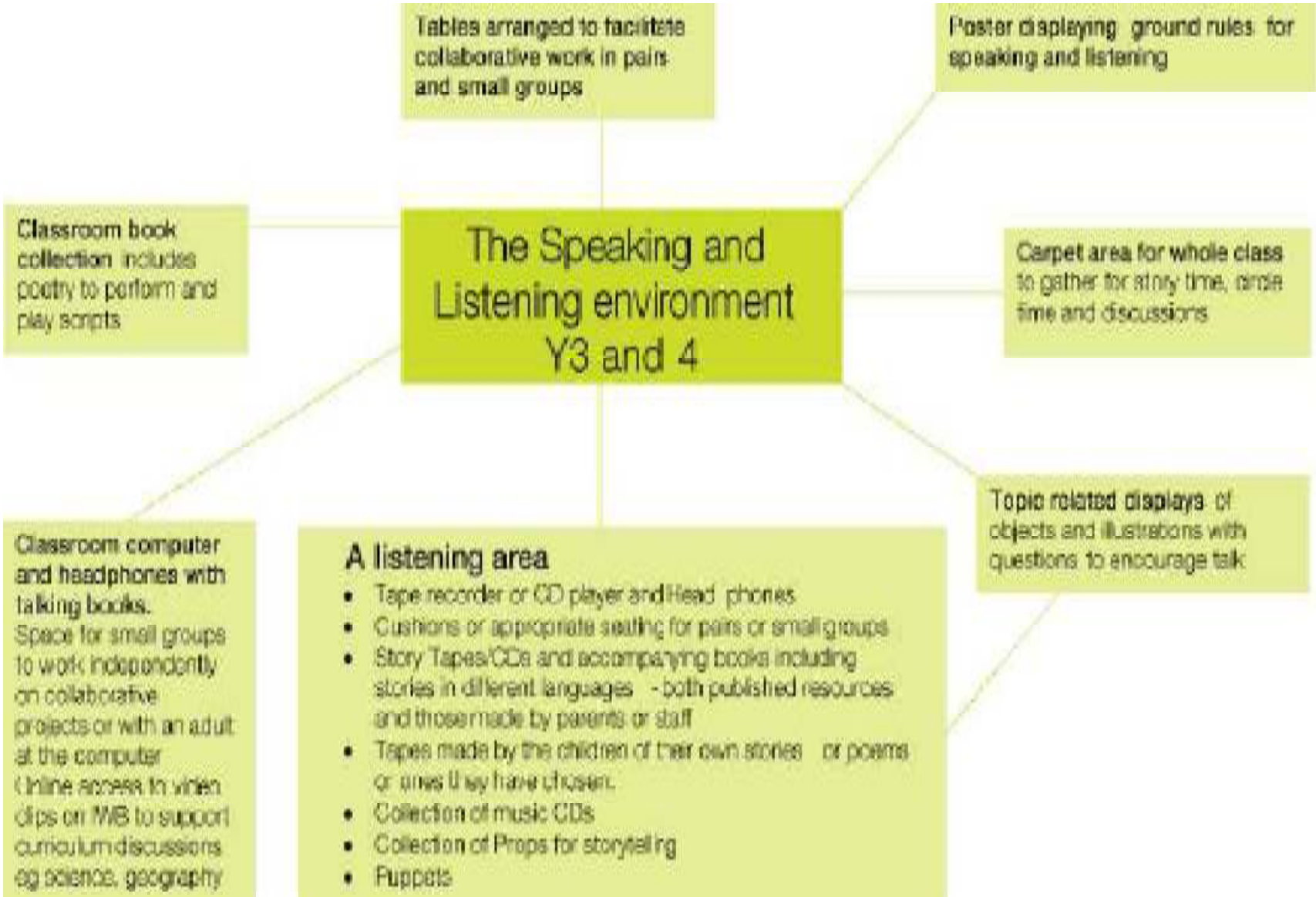
Conference Outcomes

- The conference will focus on:
- Developing teachers understanding of the new attainment focus strands (AF1 – 5)
- Understanding the requirements of the new focus strands, particularly new areas such as AF 2
- Considering the literacy implications of the new strands, particularly collaboration and communication (AF3)
- Making the most of literacy links to support assessment in science.
- Offering a range of practical strategies for Key Stages 1 and 2.

APP IN PRIMARY SCIENCE

TASK Assessment Grid Traffic Lights

Discuss in small groups which assessment focus you think teachers will be most confident to assess
Use highlighters to traffic light the assessment grid to show which statements teachers may feel more (green) or less (red) confident to assess

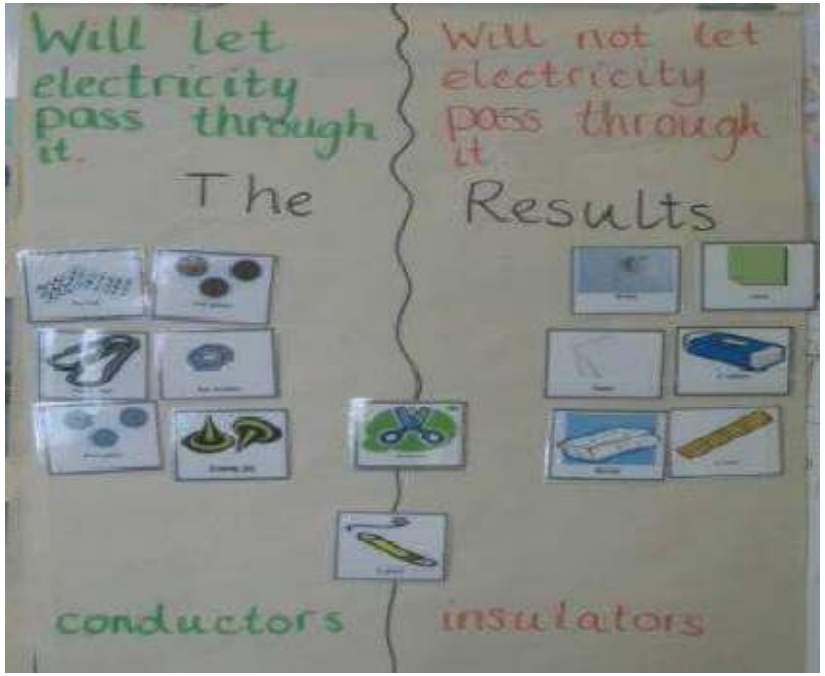

Tables arranged to facilitate collaborative work in pairs and small groups
Poster displaying ground rules for speaking and listening
Classroom book collection includes poetry to perform and play scripts
The Speaking and Listening environment Y3 and 4
Carpet area for whole class to gather for story time, circle time and discussions
Topic related displays of objects and illustrations with questions to encourage talk
Classroom computer and headphones with talking books.
Space for small groups to work independently on collaborative projects or with an adult at the computer
Online access to video clips on IWB to support curriculum discussions eg science, geography
A listening area
Tape recorder or CD player and Head phones
Cushions or appropriate seating for pairs or small groups
Story Tapes/CDs and accompanying books including stories in different languages - both published resources and those made by parents or staff
Tapes made by the children of their own stories or poems or ones they have chosen.
Collection of music CDs
Collection of Props for storytelling
Puppets

SCIENCE WORDS CAN BE FUN

- Discuss words
- Prefixes e.g. photo, tri
- Spelling lists
- Spelling tests
- Hangman
- Word of the day / week
- Words beginning with
- magnet…..
- Shape of word
- Word action
- Hunt the word / object

TASK

Look at the APP AFs, what demands do they make in relation to children talking in primary science?
What implications do these demands have for teaching and learning in primary science?



DIPs AZSTT Project
York University

P. M. I. s

POSITIVES

MINUSES

INTERESTING

What if …..umbrella's were made from glass?
What if ……trees were made from metal instead ofwood?
What if……it snowed every day?

Examples from 'Hull Grid for Learning' at: www.hgfl.org and
http://www.azteachscience.co.uk/resources/cpd/discussions-in-primary-science/view-online.aspx

TASK

On the cards create your own
PMIs – one on each card –
please use large writing.

Models, simulations and analogies in science

Simple Analogies

Bacterial chromosomes are like spaghetti.

Blood vessels are like highways.

The camera is like the eye.

DNA is like a spiral staircase.

Electricity is like flowing water.

The immune system is like the police force.

Layers of the earth are like a peach.

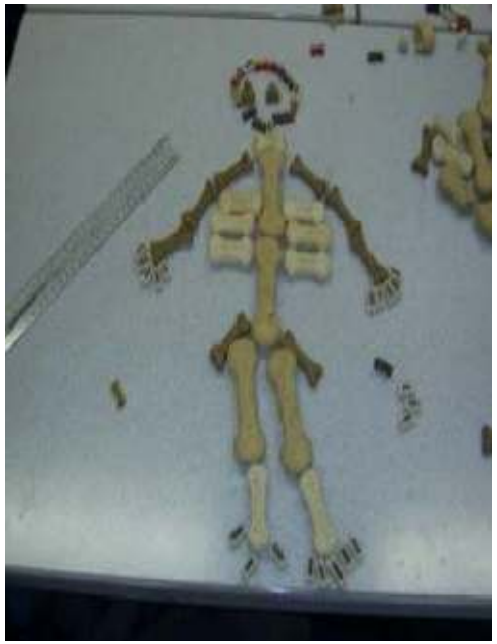
http://www.csun.edu/science/ref/analogy/analogy.htm

Representing Ideas in Science Analogies & Illustrations

ISBN 9780863573316

Max de Boo & Hilary Asoko 2001 ASE

Modelling Science - Discussion, decisions, collaboration, applying subject knowledge……fun!



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Useful resources and links

http://nationalstrategies.standards.dcsf.gov.uk/focuses/917/66/110185

http://nationalstrategies.standards.dcsf.gov.uk/node/157241 (primary)

http://www.qcda.gov.uk/13581.aspx (primary)

www.azteachscience.co.uk (DipS Project)

http://www.ase.org.uk/ book resources

http://www.primaryupd8.org.uk/ (science from the news)