Monday
Perfect Practice

Activity

Observation over time

Everyone chooses a 'skill' to practice for a week

Resources

Existing equipment/materials in playtime and at home.

Cameras for photos/video of those comfortable being filmed

Outcome

Everyone picks something to practice for a week. They record their skill at the start and end of the week and see how they have improved.

CPD

Choice is a powerful motivating tool, helping a learner to take ownership of an activity, but the amount of choice they get is crucial. Too much, and they will be paralysed by indecision, too little and the benefit is lost. Consider some suggestions, and the age of the class to pitch the activity in the best way for your own group.

Levels

Measuring improvement doesn't have to take much. This could range from if they feel more comfortable, to filming them, to counting something, like skips with a rope or balls landing in basket. If they feel happy with the measurement, they will feel more confident with the activity.

Tips

Enthusiasm for their skill will carry them a long way.

A reasonable skill is essential: something they can practice at home or at playtime with what they will have access to.

Groups or classes can all choose the same activity. Discourage it being a competition, instead encourage support and celebration of each others' successes.

*Tweet your photos, facts and any questions **@NTLT** with **#britishscienceweekNE***

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Tuesday
Dino Time!

Activity

Research

Find information about a dinosaur of your choice and share one interesting fact

Resources

Research materials: printouts, books and digital materials about different dinosaurs

Outcome

Tweet photos of your facts presented any way you like: posters, lists, pictures, etc.

CPD

Using an exciting or popular topic can Promote engagement and enjoyment.

Videos, books, poems, stories and more can all act as hooks for your science lessons. Find out more at:
www.stem.org.uk/primary/resources/collections/science/science-through-stories

Levels

When researching through secondary sources, differentiation is created by the materials you provide:

Lower - give single extract/single page
Middle - give a book for pupils to find info
Higher - give a range of books that are relevant and irrelevant

Tips

Open ended questions can lead to decision paralysis. When learners are struggling, help them to narrow down their options:

“Do you like the meat-eating or plant-eating dinosaurs?”

“I like the stegosaurus the most, can you find out anything interesting about them?”

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Wednesday
Bathtime Bubbles

Activity

Testing

Create a bubble mix which creates long lasting bubbles

Film the class as they blow bubbles together and watch for the best bubblest!

Resources

Straws
Bowls/cups (disposable OK)
Water
Dish Soap

Outcome

Everyone records how much soap and water they added. From the video we know which recipe's bubbles last longest or gets the biggest.

Let us know and share your brilliantly bubbly photos!

CPD

Our introduction made use of a story and a puppet.

Research shows that puppets, especially those connected to realistic figures/people can give improved learning outcomes even up to Year 6.

Levels

Careful explanation should allow everyone to do well together, as long as you make the details clear: how much did you add? Wait until I say go before blowing bubbles.

The extent to which your class measures the quantities is up to you - more soap or more water is a valid test.

Tips

Give out the materials *after* the explanation. No one will listen once bubble stuff is on the table!

Group work is the way to go - not only does it reduce mess, but they will help each other to stay on task and remember the details. Just make sure everyone gets a straw for the grand finale!

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Thursday
Jumping Japes

Activity

Pattern Seeking

Does age affect how many star jumps you can do?

Everyone - including grownups counts how many star jumps they can do in 30 seconds

Resources

Space, paper to record, cameras to film

Outcome

A list of people's ages/year group and totals, and tweet us your results along with your silly photos and videos!

CPD

We have used a concept cartoon to show different possible ideas the class might have about what the results will show.

Using one helps to encourage discussion and show that more than one answer or idea is welcome. It has been shown to promote discussion even in reluctant children.

Levels

This is a self levelling activity. As long as they follow instructions for starting and stopping, and can count their jumps, everyone can take part, and everyone can share their predictions and ideas.

Filming the class lets you help them count their jumps if they forget.

Tips

Get grownups involved. It adds to the fun, they will love seeing adults making a fool of themselves, and it gives them more meaningful results. Classes should share their results with each other too.

This is not a competition. Some may feel bad about their ability level, but it doesn't matter if their count is low or high; if they try their best, that is all this experiment needs.

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Friday
Category Race

Activity

Classification

Team race to find 3-5 things that fit a category

Pick an adjective/set of descriptors and get hunting!

Resources

Area to conduct the hunt (can be classroom)

List of categories

Outcome

A photo/list/drawing etc. of each team's finds

CPD

Gamification to use competition and more overt 'fun' to drive an activity can be powerful.

The trick is to ensure the game supports rather than obscures the learning, otherwise they remember the game and not the learning objectives.

Levels

Helping groups to form and picking out a category for them are the levelling elements here.

Some more confident learners might benefit from multiple classifiers at once, perhaps placing objects on a Venn or Carol diagram they draw, less confident learners might need an example object.

Tips

Link your list of prepared categories To recent learning, such as properties of materials, shapes, etc. to help cement that learning.

Establish a way to bring everyone back together or to pause mid activity to keep this under control.

Assign team members roles within the task which they can take turns with. Then everyone joins in, and gets a chance at each element.

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