



Science at St. Louis Catholic Primary School

Welcome to another science newsletter!

We have had an exciting last term of the school year, including a Year 6 trip to St. Michael's School to find out about science at secondary school . Here are some examples of the children's science and some science activities that will hopefully inspire you to do more science at home too!



Reception have been exploring lots of different things. They have tested which material is best for a waterproof hat. They have planted some potatoes and will be digging them up soon. They have also liked looking for minibeasts in our garden area, naming them and being very gentle with them when they were holding them.



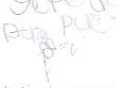



23.5.23

L.O.: To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

WILD PLANTS: WHERE DID WE FIND THEM?

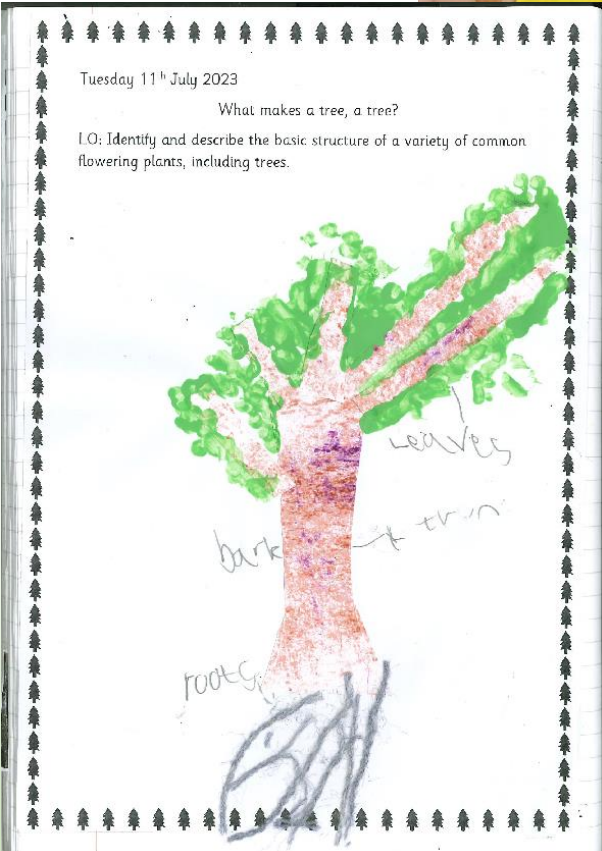
Use this table to record the plants you find.

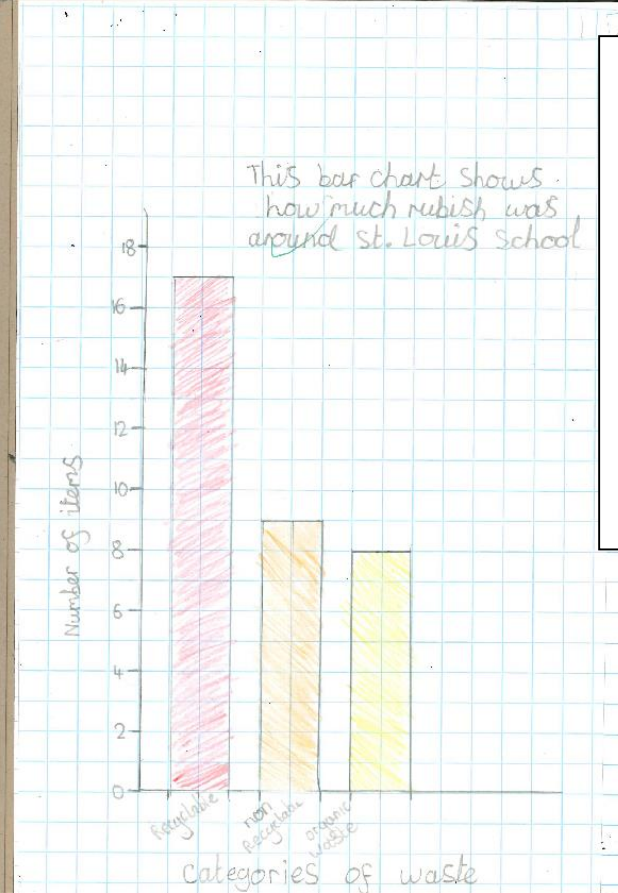
Wild plant	Where did we find it?
Buttercup 	in the field
Daisy 	in the field
Dandelion 	in year 3 and playground
String nettles 	in the field
Grass 	in year 3 and playground
the tree 	in year band 4 playground



Year 2 have built upon what they learnt in Year 1 and have been 'apprentice gardeners.' They have investigated the best way to plant a seed and if the size of a seed affects the height the plant will grow.

This term Year 1 have continued their work on 'everyday materials.' They have investigated the different materials to test their properties. They have also been 'plant detectives' and have been learning about lifecycles.





Year 4 have continued their work learning about solids, liquids and gases through their topic 'in a state'. They have also learnt about some of the positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things in the topic 'human impact'.



Year 3 have also built upon prior knowledge to look at 'how does your garden grow.' They have also been looking at light in the topic 'can you see me.' They have learnt about how we see objects and the ways in which different objects reflect different amounts of light, including exploring shadows.

Friday 12th May 2023
 10: Demonstrate an understanding of human impact on food chains and habitats in another part of the world.

Deepwater Horizon Oil Spill

The deep water horizon spill happened in 2010, and was one of the worst oil disasters ever. As of 2012, Gulf Coast was polluted with oil.

This could have killed many more animals mainly getting EXTINCT, so other animals die.

Over 8,000 animals were reported killed just 6 months after the oil spill, and sadly many got endangered. The oil spill explosion killed 11 people and injured 17 other people, than the big fish will die because they have nothing to eat, then this can affect us! This means the food chain will be broken.



Year 5 have been looking at the 'circle of life.' They have compared and contrasted different life cycles, identifying common features as well as explaining key differences. They have used their knowledge of life cycles to help them to create a fantastical creature of their own, complete with its own distinct life cycle. They also learnt about reproduction in plants and animals.

Year 6 have developed their understanding of electrical circuits and built on the work from Year 4 in their topic 'Danger! Low voltage.' They have also learnt about how to keep their bodies healthy and how their bodies might be damaged in the topic 'body health.'

LADYBIRD

LIFE CYCLE:

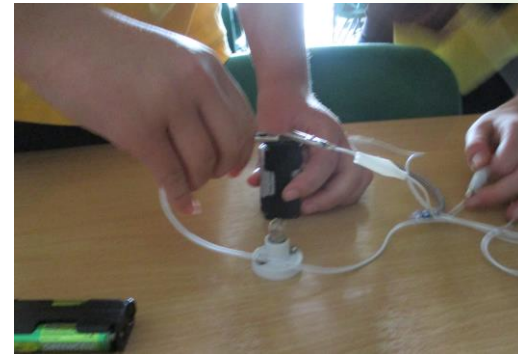
The ladybug goes through 4 stages of metamorphosis which means change of form. These stages are larva, pupa and adult.

1. The ladybug lays their eggs on the underside of a leaf. It takes 3-5 days to hatch.
2. The larva hatches from the egg. It sheds its skin several times as it grows.
3. when it is big enough it will attach itself to a leaf. then it becomes a pupa after shedding its skin in one more time.
4. It takes the pupa one week to become a ladybird.

MODEL FLOWER PLANNING GRID

Plan and sketch your model to explain the differences between male and female flowers.

Male flower	Female flower
<p>Parts to include</p> <ul style="list-style-type: none"> top of the The stamens / male parts are called the anther. The filament acts as a stem to hold up the anther. The yellow powder on the anther is the pollen. 	<p>Parts to include</p> <ul style="list-style-type: none"> top of the The carpel / female parts are called the stigma. The style acts as a stem and holds up the stigma. The ovary / the bottom of the carpel contains eggs.
Picture	Picture



LS - Do you know your circuit diagrams and can you construct working circuits from them?

LO: To demonstrate how circuits can be represented in, and constructed from, diagrams

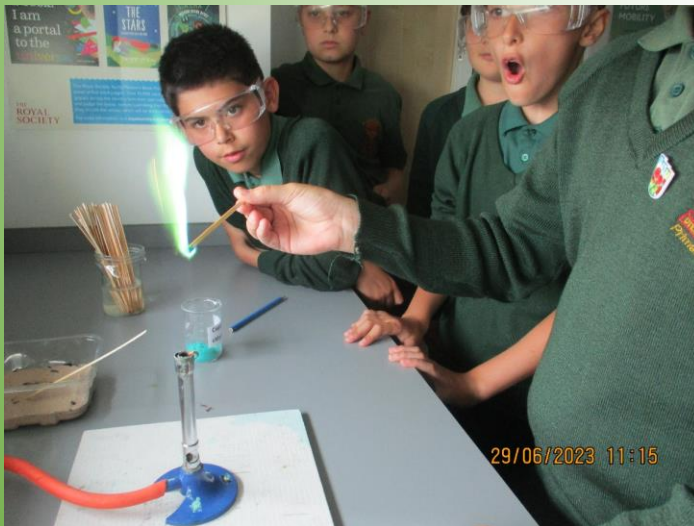
Enquiry Skill: Comparative and fair testing

- Check these circuit diagrams to see if they work.
- Will or won't it work? Explain why. Write your reasons in the space next to the circuit.
- If it won't work, draw the correct circuit in your book.
- In your group, construct three of the working circuits.

	<p>No it will not work because there is no wire to connect the closed switch and indicator. ✓</p>
	<p>No it will not work because the wire is connected to another piece of wire not the cell. ✓</p>
	<p>It will work because everything is connected and complete. It is an complete circuit. X</p>

Science Trips

Year 6 had the amazing opportunity to visit St. Michael's School to learn about secondary school science lessons. The children learnt about the importance of safety in science and were able to use various elements to see what colour the flame burnt on a Bunsen burner. The teachers also demonstrated other experiments with explosive results. All of the children were amazed at both of these!



Reception enjoyed a trip to Tring Zoological Museum where they saw lots of different animals, including polar bears, sharks, tigers and gorillas. They attended a workshop where they learnt about the best habitat for a glis glis and thought about which animals it would live with. Some Reception children even built a Tring Museum when they were back at school.



Year 1 enjoyed a trip to Waddesdon Manor where they learnt about the life cycles of different minibeasts, plants and animals. They also enjoyed looking at the different birds and plants that can be found at Waddesdon Manor.

Upcoming Science related events

Plastic free July - <https://www.plasticfreejuly.org/>

Perseid Meteor Shower (August) -

<https://www.nhm.ac.uk/discover/meteor-shower-lyrids-perseids-geminids-leonids-orionids.html#:~:text=Usually%20one%20of%20the%20best,of%20a%200grain%20of%20sand>

National Aviation Day (August 19) Can you make your own paper aeroplane?



SCIENCE FUN AT HOME



Have some fun at home with these science activities from **Science Sparks** and the **Primary Science Teaching Trust**



BEFORE YOU START! Please read through this with an adult:

- Make sure you have read the 'IMPORTANT NOTICE' on the back of this page.
- If you have a space outside that you can use safely, then you can do the 'Try this outdoors' activity outside. Don't worry if not as you could still do it indoors.
- Talk to your adult about sharing the science you have done and if they want to share on social media, please tag @ScienceSparks and @pstt_whyhow and use #ScienceFromHome

LIQUID SCIENCE

1 TRY THIS INDOORS ... LIQUID RACES

Set up a ramp by leaning the card, plastic or wooden board against the back of a chair. You might want to cover it with white paper so you can see the liquids more clearly, and it is good idea to put a cloth on the floor under the ramp. Put spoons of different liquids at the top of the ramp and time how long they take to run down to the bottom. Try to pour the same amount of liquid down the ramp each time.

WHAT DO YOU NOTICE?

Things to talk about ...

Which liquid reaches the bottom first? And last? What do you notice about the liquids that take the longest or flow most slowly? What do you notice about the liquids that flow most quickly? What happens when you change the angle of the ramp – does this affect how quickly the liquids flow?

You will need

- Timer or stopwatch
- Thick card, plastic or wooden board to use as a ramp
- Different liquids, e.g. whole milk, orange juice, chocolate sauce, ketchup, cooking oil, treacle
- Cornflour
- Plastic bowl
- Water and spoon



2 TRY THIS OUTDOORS ... IS IT SOLID OR LIQUID?

This activity can be very messy. It is a good idea to wear old clothes or an apron.

Put 4 tablespoons of cornflour into a bowl. Gradually add water, stirring in a small amount at a time, until you have made a very thick liquid. Now you can explore what happens when you do different things with it. Stir it in the bowl with a spoon or your hand, first slowly then quickly. Roll it into a ball in your hand, and see what happens when you stop rolling it. Try dropping a toy into the bottom of it and then lifting it up again.

WHAT DO YOU NOTICE?

Things to talk about ...

Is it easy or hard to stir or roll it? How does mixing it very vigorously compare with stirring it slowly? How hard is it to remove objects from the bottom of the bowl?



3 WHAT IS THE SCIENCE?

All liquids have a property known as **viscosity**. This is a measure of how much the liquid resists changing shape, or flowing. A thin liquid like water has a low viscosity and flows easily. A thicker liquid like ketchup has a higher viscosity and so flows more slowly.

When you mix cornflour with water and stir it slowly, the particles of cornflour and water can move around each other easily so the mixture will flow. If you use a sudden stronger force, like stirring quickly or hitting it, the particles of cornflour clump together which stops it from flowing, and this makes it behave like a solid. This kind of liquid is called a non-Newtonian liquid. Sand mixed with water is another example. It is easier to run across wet sand than it is across dry sand. But if you stand still on wet sand you will start to sink.

4 MORE ACTIVITIES YOU COULD TRY

FUN WITH LIQUIDS - KITCHEN SCIENCE ACTIVITIES <https://www.science.co.uk/kitchen-science/>

WATERPROOFING EXPERIMENT <https://www.science-sparks.com/waterproofing/>

WHAT DISSOLVES IN WATER? <https://www.science-sparks.com/exploring-which-solids-dissolve-in-water/>

SCIENCE TOP TIPS TO HELP WITH YOUR COOKING!

<https://www.nationalgeographic.co.uk/family/2020/05/5-item-tricks-to-search-your-at-home-cook>

IMPORTANT NOTICE Science Sparks and The Primary Science Teaching Trust are not liable for the actions of activity of any person who uses the information in this resource or in any of the suggested further resources. Science Sparks and The Primary Science Teaching Trust assume no liability with regard to injuries or damage to property that may occur as a result of using the information and carrying out the practical activities contained in this resource or in any of the suggested further resources.

These activities are designed to be carried out by children working with a parent, guardian or other appropriate adult. The adult involved is fully responsible for ensuring that the activities are carried out safely.

Why not try some of these science activities at home? We would love to see any photos from any science related activities you complete at home. You may even appear in the next newsletter! Please email these to the school office FAO Science leader