

## **LCP Science Focus Weeks**

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## **LCP Science Focus Weeks**

### **Introduction**

This CD contains comprehensive planning materials for three different Focus Weeks: Magical Science Week, Sensational Science Week and Sports Science Week; so the first thing to do is to choose which you are going to run first. The files are gauged towards a whole-school Focus Week, but can easily be tailored for a single year group or class.

Once you have chosen one of the weeks, the next step is to consult the *Coordinator's Calendar*, which is an overview of how to carry out a Focus Week. Then you will need to consult the individual plan for your chosen week. Finally, familiarise yourself with the teaching notes for the week so that you can advise the class teachers on what they will need to do.

The materials provided on the disk provide guidance every aspect of running a Focus Week, as well as all the necessary pupil handouts: enjoy the week!

## ***A coordinator's calendar for the running of a creative science week***

### ***In the year before Science Week***

- Identify where the teaching of science fits in with the SIDP so that its aims and objectives are in line with whole-school development and policy.
- Read the material and select which of the three Science Weeks will run.
- Identify and agree an appropriate week to designate on the school calendar.
- Identify a Staff Meeting on the school calendar, at least three weeks before the designated week, to deliver the staff briefing.
- Contact relevant organisations and individuals to make provisional bookings for Science Week. Early bookings prevent disappointment and panic.
- Liaise with other Subject Leaders if relevant, for example PE Coordinator, Educational Visits Coordinator, etc.

### **Notes:**

## ***A coordinator's calendar for the running of a creative science week***

### ***Up to a term before Science Week***

- Re-read the script for your chosen week and draw up an Action Plan.
- Confirm all provisional bookings.
- Check on stocks of resources and equipment mentioned in the relevant Science Week plan. Place orders as necessary.
- Organise the printing of letters, Learning Logs, Reflective Postcards and any other items.
- Locate relevant film clips, music and photographs.
- Check that suggested websites are still in operation.
- Consider inviting parents, governors and other visitors to the assemblies.

### **Notes:**

## ***A coordinator's calendar for the running of a creative science week***

### ***A month before Science Week***

- Decide on groupings for the week and decide which groups will do what.
- Brief the School Leadership Team on progress.
- Deliver the Staff Briefing.
- Issue staff with a draft timetable for the week.
- Issue staff with the relevant detailed plans for each of the days.
- Distribute copies of the letter to parents/carers.
- Contact the local press, inviting coverage.
- Undertake a comprehensive Risk Assessment.
- Consider offering an after-school workshop to practise and explore the activities with teachers and teaching assistants.

### **Notes:**

## ***A coordinator's calendar for the running of a creative science week***

### ***The week before Science Week***

- Make arrangements for the smooth running of the Launch assembly.
- Ensure that appropriate rooms, halls and outside areas are prepared.
- Clear sufficient display areas so that ongoing work can be mounted.
- Make a list of perishable items for the week.
- Do any final shopping.
- Inform the children that next week they will be taking part in a Science Focus Week.

### **Notes:**

## ***A coordinator's calendar for the running of a creative science week***

### ***During Science Week***

- Monitor progress during each day.
- Provide advice and support.
- Ensure that guests are made comfortable and that refreshments are available.

### **Notes:**

## ***A coordinator's calendar for the running of a creative science week***

### ***After Science Week***

- Collect in the Reflective Postcards and agree dates when individual teachers will re-distribute them to consolidate the learning experience.
- Evaluate the week, posing the questions such as, *What went well? What would have made it better?*
- Organise letters of thanks to all who contributed to the success of the week.

### **Other thoughts, observations and final reflections:**

## Magical Science Week – an overview

### *How can we use science to entertain, amaze and mystify?*

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> <li>▪ A whole-school assembly is delivered to launch <b>Magical Science Week</b> and its Key Question: <b>How can we use science to entertain, amaze and mystify?</b></li> <li>▪ The school is divided into 5 (10 or 15) separate working groups (e.g. Y1/2, Y3, Y4, Y5, Y6).</li> <li>▪ Each teacher returns to base with their class. The teacher leads an initial discussion to ascertain what prior knowledge the children have of the relationship between magic and science.</li> <li>▪ Each class undertakes five activities to challenge their understanding. Guidance for these is provided within the scheme.</li> <li>▪ Pupils are provided with a <b>Learning Log</b> in which they record their observations and reflections.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each group conducts an in-depth <b>Practical Investigation</b> into one designated aspect, as organised by the Coordinator. The <b>Learning Journey</b> involves a series of activities provided by the scheme.</li> <li>▪ Before the end of Day 2, each group is informed which aspect they will be investigating during Day 3.</li> <li>▪ The day ends with additions to the <b>Learning Log</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each group conducts a second in-depth <b>Practical Investigation</b> into a further designated aspect, as agreed with the Coordinator. The organisation of this is similar to Day 2.</li> <li>▪ Towards the end of Day 3, a message arrives informing each group that during Day 4 they will probe further into their Day 3 aspect and prepare a presentation on it for the <b>Celebration Assembly</b> on Day 5.</li> <li>▪ The day ends with additions to the <b>Learning Log</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This is the in-depth <b>Exploration</b> stage. Each group spends a second day exploring their Day 3 aspect.</li> <li>▪ The activities are based on a <b>Creative Science Portfolio</b>. Full guidance is provided within the scheme.</li> <li>▪ The day ends with additions to the <b>Learning Log</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ During the morning each group plans and rehearses a five- or six-minute contribution to the <b>Celebration Assembly</b>. The aim of each presentation is to emphasise the unique importance of the aspect in question.</li> <li>▪ The afternoon begins with the <b>Celebration Assembly</b>, led by the Coordinator.</li> <li>▪ Following the assembly, each teacher returns to base with his/her class and leads a discussion that draws together what the pupils have learned during the week and how they now feel about the initial question: <b>How can we use science to entertain, amaze and mystify?</b></li> <li>▪ Pupils use the outcome of the discussion and their <b>Learning Logs</b> to complete <b>Reflective Postcards</b> as a record of their final reflections on the week.</li> <li>▪ The <b>Reflective Postcards</b> will be re-issued some weeks later, during a session to consolidate the learning experience.</li> </ul>