



Welcome to our wonderful school!

Our school vision.

As Jesus welcomes and values children, we at St Michael's **aspire** to welcome and value all members of our community. We **believe** that this welcome and value provides opportunities for all to **succeed**. Matthew 18: v.2-5

Coningsby St. Michael's Church of England School

Coningsby St. Michael's is a medium sized primary school with strong links to St. Michael's Church of England and RAF Coningsby. We are a two form entry school with 14 classes and 339 children on role. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Pupil Voice – November 2020

What is science/scientists?

Scientists are men in white coats.

Scientists make potions.

Scientists have to be really clever.

What do you like about science?

Seeing if things are waterproof.

Learning how to stay healthy.

Growing plants.

Doing experiments you learn from.

What has been your favourite part of science so far?

Finding a good material for Mrs Parker's puppy investigation.

Making a skeleton.

Experiments and investigations.

What do you think you will do next in science?

Potions.

Space.

Water Cycle.

Light.

Is there anything in science that you do not like?

Writing.

Writing especially when we haven't learnt enough about it.
We love science!

What would you like to do more of?

Make lava lamps.

Investigate why things float.

Bouncy eggs.

Space and planets.

What would you like to do less of?

Writing.

Talking instead of investigating.

Learning vocabulary.

Do you want to be a scientist when you're older?

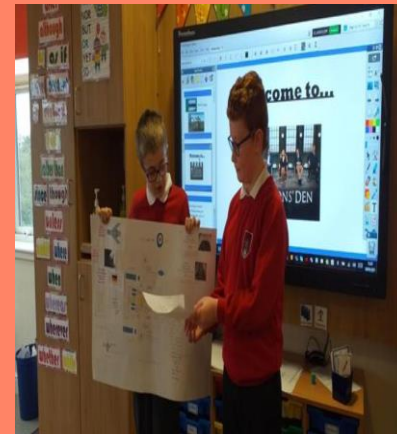
KS1 – YES!!

KS2 – NO!!

Our school science ambassadors made our child friendly principles for science from these quotes. Teachers and staff developed science lessons to make them more fun and engaging for our children.

All speech bubbles represent child's voice to explain what they were doing in science either during the lessons or by looking at pictures of themselves after the lesson especially during lockdown. Some speech has been adapted for clarity.

Principle 1 – We are hooked and engaged in our learning because the topic is interesting and fun!



Year 1 - I love learning about things I can see, it helps me to build on what I already know. Exploring outside in all the seasons means I notice things that I don't usually stop to look at, like this beautiful blossom tree.

Year 2 – I loved investigating which ball was the bounciest because we could use all the equipment by ourselves and record our information to look at afterwards.

Year 3 – We were Rock Detectives for the whole afternoon! We looked at different rocks such as sandstone, and granite then magnifiers to make detailed observational drawings of each of the rock samples.

Year 4 - We have learnt about the different types of teeth in humans and have identified their functions. We used marshmallows as teeth to constructed a human mouth and labelled the different types of teeth!

Year 5 – We started growing beans which we planted at school we then took them home. They are still going strong at home, so we send in photos and give frequent updates about them to Miss Green.

Year 6 - As part of our science week and using our link to RAF Coningsby, we designed an aircraft and presented it to the rest of the class and the winning group presented to the dragons!.

Principle 2 – We are curious because we investigate and explore new things!



From the pupil voice interviews, children thought scientists were people who experiment and investigate new things so they also wanted to be scientists and for this to be one of their principles.

Children share what they are learning in school at home and are keen to share with us what they have been doing at home.

EYFS- Jason noticed that the Lego floated in the water. He wondered why. He said it was always moving around when the digger went in the water. I asked why. He suggested it was because the digger was pushing the water and the water was pushing the Lego. He pointed out some items that had sunk.

Year 1 – When we were exploring the weather, and looking for changes in the seasons we found some interesting insects!

We learnt about what time of year it was and why we only see ladybird this time of year.

Year 2 – We went outside on the field to search for different types of materials. We found different types of wood, plastic, feathers, and metal!



Principle 3 – We use practical equipment and our amazing Mystical Garden to explore!



EYFS - These super gardeners spotted that some of our sunflowers have popped up and turned into seedlings. They looked carefully at them and decided they might need some water to help them to grow bigger. They looked really carefully for signs of life in the ones which hadn't germinated yet.



Year 1 - We talked about what the temperature is that day and what weather features we can see. We then wind some coloured wool onto our weather sticks to match the weather that week. We hope to see it getting more pink and red as we come into summer!



Year 2 – We made choice chambers to see where the insects would go, we had a choice of dry and light, dark and light, dark and wet or dark and dry. After a few hours we went back to find them, they were all hiding in the dark, damp wood!

At Coningsby St. Michael's we are very lucky to have an amazing Mystical Garden. This is where children love to be so we combined outdoor learning and science together. Children wanted to be able to use this space during science and for it to be one of their principles.

We share what we are doing in our amazing Mystical Garden with our parents and the wider community



Principle 3 – We use practical equipment and our amazing Mystical Garden to explore!



Year 3 – We did an investigation to see how shadows change! The closer an object is to the light source, the more light it blocks. This means the shadow created is bigger. But if an object is far away from the light source, it does not block out much light, so the shadow is smaller



Year 4 – We enjoyed an invertebrate hunt in the mystical garden, where we discovered a variety of insects and invertebrates hiding in lots of different places.



Year 5 – we planted beans and potato bulbs in the Mystical Garden. We will observe our plants over the coming spring and summer ready to pick at the end of summer.



Year 6 - We used the mystical garden to explore using mirrors to see round corners as part of our topic about light. We tried to make a periscope using the mirrors too.

Principle 4 – We understand and relate science to our everyday lives!



EYFS- Children were asked to design an aeroplane and to consider safety, how it might fly and how fast it can go. William took up the challenge and he spent a long time building his own aeroplane. He told me, “It has wings and these make it go fast. It’s not go wheels on now. They are only when it lands. It has seats inside so it is safe.”



Year 1 - Each day we talk about what we have noticed about the weather and how this changes what we wear, and how it effects our day. We use lots of great language, and can compare to the previous day’s weather



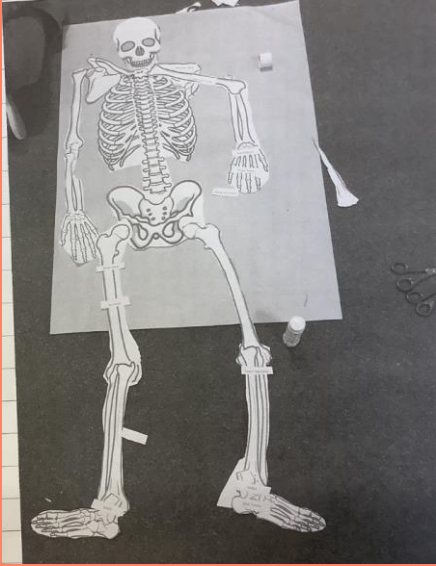
Year 2 – We couldn’t have visitors in school so we met Mrs Weston’s ten week old baby Olivia via zoom. We asked her lots of questions so we could learn about what babies need. We see her every 2 weeks so we can see how she’s changing.

During the pupil voice interviews children said they wanted to be scientists but didn’t know what types of jobs they could do. They said they wanted to be able to see how science is part of everyday life so we relate our lessons to something they can be when they are older.

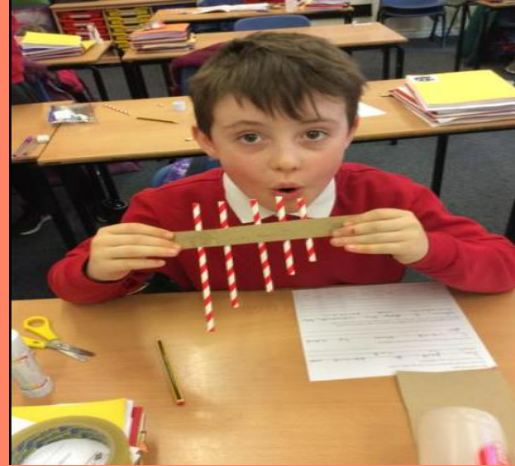
Fantastic homework after learning all about Neil Armstrong. “I want to be an astronaut!”



Principle 4 – We understand and relate science to our everyday lives!



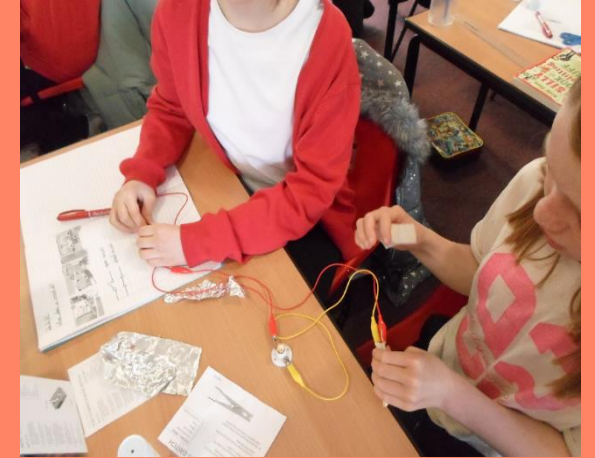
Year 3 – Today we got to be doctors! We collected bones from around the classroom and worked out where they should go on the human body!



Year 4 – Today we were musicians! We made our own musical instruments from straws to create high and low sounds!



Year 5 – We had a whole day talking to different people from the RAF. We then got to design an aircraft and see how much it would cost to make it! I want to be an engineer when I'm older!



Year 6 – Today we were electricians! We explored switches by using different materials to create a circuit that could we could turn on and off! I want to invent gadgets that use electricity!

Principle 5 – We are using scientific vocabulary to show how we understand all the different topics!



EYFS - children explored the different signs of spring. The children had a check list of different spring nature to find and we all had great fun exploring and noticing the changes from winter to spring. The children were really excited to discover new signs, they especially loved spotting blossom and bird's nests!



Year 1 - During our cross curricular lessons children could use vocabulary they had learnt in science to help them perform a weather forecast for the rest of the class.



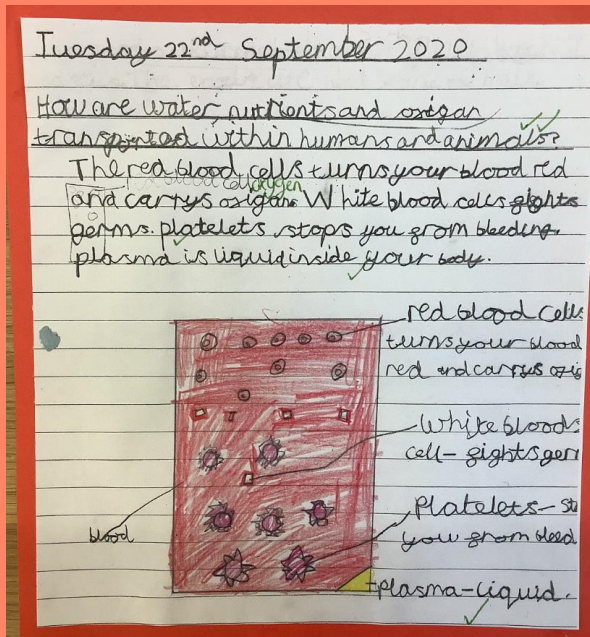
Year 2 – Used scientific vocabulary when they talked about the different food groups and the choices they made when they designed a healthy balanced meal.

Children were aware of some of the vocabulary that we use in science but wanted to know more and how to be able to use it when they are explaining things to each other so they wanted it as a principle.

Learning all about the planets by making them out of cookies!



Principle 5 – We are using scientific vocabulary to show how we understand all the different topics!



Year 3 – We were excited to be able to use all the scientific words we had learnt during our investigation when we drew and labelled our blood.



Year 4 – We used our scientific vocabulary when we named all the teeth an adult has when we made a mouth out of marsh mellowes.



Year 5 -We are using scientific vocabulary to show how we understand all the different topics – e.g. force, gravity, displace.



Year 6 - We explored the effect of adding different components to a circuit and talked about the effect this had using scientific language.

Using scientific vocabulary at home to describe the Water Cycle!



Coningsby School @CSMPPrimary · 18 Sep 2020
Fantastic home learning on the Water Cycle in Year 4!



Relating to everyday life; We kept our learning going even through lockdown and carried out investigations at home!



EYFS - Curtis made snow castles and then sprayed some blue water onto them. He then got really carried away and sprayed lots and watched them melt. I asked him why the water melted it and he said because the water is warm.

Year 1 – I really enjoyed my home learning science lessons during lockdown! I have been learning all about my body. I can name the parts of the human body that I can see and link the parts of the human body to each of my senses!

Year 2 – We joined the live science lessons from home to continue our learning. We made bug hotels, choice chambers and searched for insects in our local area.

Year 3 – I listened to Miss Plaskitt on the sway and followed her instructions on how to plant seeds. I put them in a small pot first until they germinated and became a seedling!

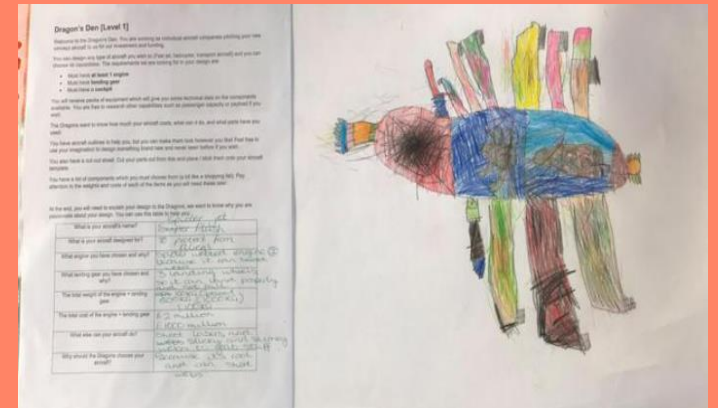
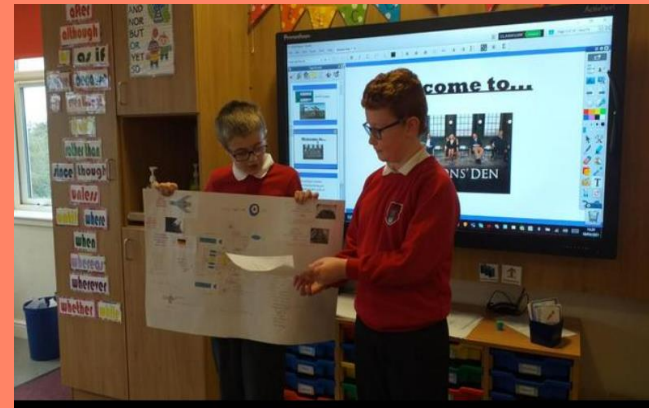
Year 4 - Completing cross curricular work at home making posters on a computer!

Year 5 – I investigated how friction between different surfaces affects the movement of an object by building a friction mat at home!



Year 6 – I have joined the WWF when I was at home so I told the class all about endangered animals that I am helping to survive!

We met real life STEM ambassadors from the RAF and took part in a Dragons Den activity!



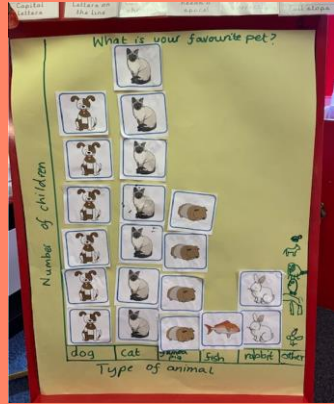
We talked to RAF engineers and air traffic controllers to find out what it was like in the RAF. They set us a challenge to design an aircraft, we had to see how much it would cost to build and then present our designs to a group of, 'Dragons'! It was amazing!



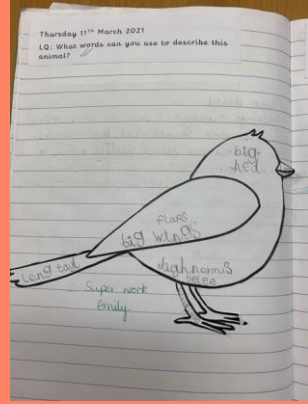
We don't just do science in science lessons!



EYFS – used their art lessons to create oil pastel drawings of the planets.



Year 1 – We used our science topic of Animals including humans during maths and we made tally charts to show our favourite animal. In English we thought of lots of words to describe our animals.



Year 2 – We used our topic of plants to set up a market where we sold fruit for break, then we designed a farm and described what we would grow and why. We also predicted what fruit would look like inside and then cut it open and drew it!



Year 3 – We used our learning of rocks and fossils and our art skills to draw them in fine detail using a magnifying glass.

Year 4 – We started our learning by going on a vertebrate hunt, we drew sketches of the insects, then identified them and described them during English.



Year 5 – We planted beans at school and have been measuring them every month and recording our results. I can't believe how they have grown!



Year 6 - In English we designed our own animals to live in a given environment. We adapted it's needs so it could survive in that location.



We also engage parents to get involved with science projects at home!

Children and parents were given a project to complete at home to build a shelter that would be suitable for humans to live on Mars. "With Perseverance sending pictures from Mars back to Earth, we were inspired to take part with our children". So much thought went into the projects and all the children who took part, had not only produced an amazing shelter but also written about why they had built it the way they did. They also explained their shelters to the School Science Ambassadors. They then had the painful task of picking a winner from KS1 and KS2!



Pupil Voice – May 2021

What is science/scientists?

People who discover new things such as vaccines for Covid 19. Paleontologists, archeologists. People who investigate and do experiments.

What has been your favourite part of science so far?

Making lava lamps.
STEM day.
Two whole days of science.
Looking at rocks.
Planting seeds and bulbs.

What would you like to do more of?

Food coloring on a rocket to see if it explodes.
Experiments.
Go outside and plant seeds and bulbs.

Is there anything your teacher could do to improve science?

Experiments with paint.
History based science because I want to be an archeologist.

Is there anything in science that you do not like?

No!
I love science.
I want to be a paleontologist.
Science is my favourite lesson.

Did you enjoy the STEM day?

Yes, it was amazing.
I loved looking at engines and planes.
I loved working out how much it would cost to build.

Do you want to be a scientist when you're older?

KS1 – YES!!
Year 2 – I want to be a Botanist!

KS2 – YES!!
Year 6 – I want to be an engineer!

We recognise as a school that we have come a long way in science this year. We have a new Vision and Principles to guide us. We have the child friendly Principles to help with planning and ensuring we are listening to what the children are saying.

We also recognise that we still have work to do, we want to raise science capital even further and ensure that science is memorable for our children inspiring them to want to continue to study science into their secondary education.