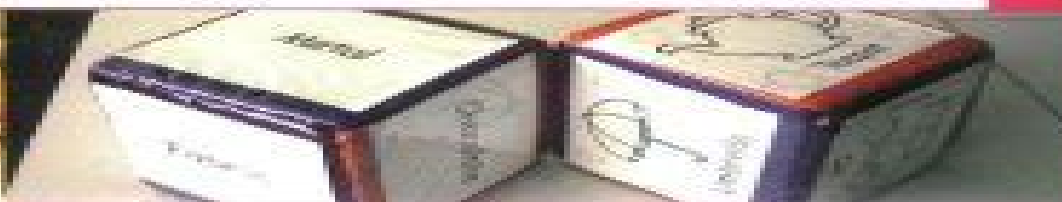


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Teaching Science

in the Primary Classroom

A PRACTICAL GUIDE



Hellen Ward, Judith Roden,
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Teaching Science in the Primary Classroom Hellen Ward, Judith Roden, 2016-03-10 Who was right about gravity Aristotle or Galileo Do woodlice like the damp or the sunshine Now in full colour the new edition of this core textbook is packed full of exciting ideas and methods to help trainees and teachers looking for creative ways of teaching science to primary school children It s the perfect step by step guide for anyone teaching science for the first time Reflecting the new curriculum the third edition has been extensively updated throughout and now includes a brand new chapter on teaching science outdoors lots of guidance on how to work scientifically in the classroom a new focus on assessment of secondary readiness new activities and case studies with helpful links to developing scientific skills With practical examples case studies clear guidance on how to turn theory into creative practice and lots of ideas for lively science lessons and activities this is the ideal book for anyone studying primary science on initial teacher education courses and teachers looking for new ideas to use in the classroom

Teaching Science in the Primary Classroom Hellen Ward, Judith Roden, Claire Hewlett, Julie Foreman, 2008-08-21 This exciting new edition of a popular book offers the reader the following new elements explicit advice on how to link science to cross curricular learning updated advice on planning and assessment guidance on how to accommodate personalised learning within science more on games to use in science more on creativity more on questioning techniques an important aspect of scientific enquiry a whole new chapter on using ICT to teach science There are lots of practical examples and clear guidance on how to turn theory into creative and lively science lessons and activities Examples of children s work are included and there are plenty of helpful case studies Hellen Ward is Senior Lecturer at Canterbury Christ Church University a widely published author and a frequent presenter at conferences Judith Roden is Principal Lecturer at Canterbury Christ Church University and a successful author Claire Hewlett and Julie Foreman are both Senior Lecturers at Canterbury Christ Church University

Teaching Science in the Primary Classroom Hellen Ward, 2005-03-09 Grade level 1 2 3 p e t **Primary Science** Mick Dunne, Alan Peacock, 2014-11-07 Why is science hard to teach What types of scientific investigation can you use in the primary classroom Touching on current curriculum concerns and the wider challenges of developing high quality science education this book is an indispensable overview of important areas of teaching every aspiring primary school teacher needs to understand including the role of science in the curriculum communication and literacy in science teaching science outside the classroom transitional issues and assessment Key features of this second edition include A new chapter on science in the Early Years A new practical chapter on how to work scientifically Master s level critical reading boxes in every chapter linking topics to relevant specialist literature Expanded coverage of creativity and link science to numeracy and computing This is essential reading for all students studying primary science on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE School Direct SCITT and also NQTs Mick Dunne is Senior Lecturer in Science Education at Manchester Metropolitan University Alan Peacock is Honorary

Research Fellow at the University of Exeter Primary Science: Teaching Theory and Practice John Sharp, Graham Peacock, Rob Johnsey, Shirley Simon, Robin Smith, Alan Cross, Diane Harris, 2009-07-20 This invaluable coursebook is designed for all trainees working towards Qualified Teacher Status QTS Covering the essential skills of planning monitoring assessment and class management it relates these specifically to primary science The text is structured around the current curriculum and incorporates the Primary National Strategy Content is linked to the 2007 QTS Standards This edition makes links with the Early Years Foundation Stage throughout and includes a new chapter on teaching science in the Foundation Stage Research Summaries are updated and popular features such as Reflective and Practical Tasks have also been reviewed

Teaching, Learning and Assessing Science 5 - 12 Wynne Harlen, 2005-11-18 This thoroughly revised and completely up to date new edition provides an excellent theoretical framework for teaching science that is firmly grounded in classroom practice and covers all stages of education for students aged 5 to 12 Wynne Harlen details a constructivist view of learning which recognises that children already have ideas about the world in which they live and gives advice on how teachers can help children to develop their understanding and change their perception to a more scientific view A particular feature is the focus on formative assessment as a framework for discussion on how to help students develop their understanding enquiry skills and positive attitudes to scientific investigation

Primary Science for Trainee Teachers Judith Roden, James Archer, 2014-09-23 With chapter sequencing following the new Curriculum this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Science teaching Covering all of the areas of the new National Curriculum for primary science and offering insight into effective teaching it helps you connect what you need to teach to how it can be taught This comprehensive guide to teaching Primary Science will help you secure your subject knowledge understand how children learn about science and know how to plan and teach effective and inspiring science lessons Exploring opportunities in the new curriculum for creative and imaginative teaching it shows you how to capitalize on opportunities to teach Science in a way that sparks children s interest Includes the full National Curriculum Programme of Study for Science key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary Mathematics for Trainee Teachers and Primary English for Trainee Teachers **Using**

Thinking Skills in the Primary Classroom Peter Kelly, 2005-01-21 Working with the sound thinking skills children already display as part of their learning this book takes a practical approach to getting the best out of them **The Really**

Practical Guide to Primary Science Carol Holland, John Rowan, 1996 A guide to teaching science in primary schools Its topics include understanding the National Curriculum and developing an effective scheme of work and this second edition has been revised to take account of National Curriculum developments *Inspiring Science in the Early Years: Exploring*

Good Practice Lois Kelly, Di Stead, 2015-02-16 This book explores the science inherent in good early years practice and provides a rich range of ideas to inspire you to have a go in your setting It provides a balance between theory which

underpins good practice and plenty of ideas of how you might put the theory into practice With a focus on how children learn about the world they live in and activities intended to develop scientific understanding the book offers an holistic approach with key topics including How children construct scientific meaning Tuning into children s initial scientific understanding How play supports the development of children s science ideas Providing a rich environment for learning early years science Developing children s scientific experiences This handy guide is ideal to support you if you are studying on an early years course or if you are an established early years professional who wishes to enrich early scientific learning in your setting Lois Kelly and Di Stead are Education Consultants specializing in primary science This clearly written and engaging book examines Science in the Early Years through a variety of activities including role play toys and technology The vital importance of sensory experiences and language is emphasized throughout The wide experience and knowledge of the authors guarantees a highly enjoyable read The links to all curricula in the UK are extremely beneficial and I particularly liked the way that photographs and Key Points text boxes have been used throughout the book The breadth and depth of writing about science makes this a highly desirable book for any practitioner working or studying in the Early Years Kathy Brodie Independent Early Years Consultant As an Early Years consultant who is passionate about children s thinking exploring questioning investigating and most of all engaging I really enjoyed this book I especially liked it because it provokes practitioners to think about science as the discovery and exploration of the world around us and not just as a National Curriculum subject The mix of authors their writing styles and the content of each chapter makes it a really easy and engaging read Definitely one to add to your reading list if you work with children in the Early Years Alistair Bryce Clegg Early Years Consultant As the title suggests this book from the first page onwards inspires the reader to learn more about how to develop enhance and incorporate effective practice in science in the early years In addition to developing an understanding of how to approach the teaching of science it gives a clearly articulated and accessible theoretical insight into how young children learn To compliment this there are points of reflection case studies practical tasks and examples from the field This is a valuable book for both students and practitioners alike as it goes beyond just giving suggestions for what to do it explains the why and the how as well Joanne McNulty Manchester Metropolitan University This is a warm accessible book strongly grounded in research It interweaves real life examples of science in the early years with underlying pedagogic principles and inspires new possibilities The enthusiasm of the authors is contagious Kendra McMahon Bath Spa University

Mathematics Across the Curriculum Sue Fox,Liz Surtees,2010-05-06 Mathematics is a core subject and using and applying mathematics in problem solving activities is crucial in enabling children to use their knowledge and skills in a range of situations Mathematics Across the Curriculum shows how to teach mathematical concepts through different subjects and discussing the reasoning and research behind using problem solving and investigation teaching techniques Best practice for planning and assessment classroom organisation and practice and use of resources are all discussed with clear links to

recent research and government standards and initiatives Case studies from practicing teachers enable readers to easily relate the theoretical information to their classroom and teaching Mathematics Across the Curriculum is essential reading for all trainee and newly qualified teachers seeking to teach engaging inspiring and challenging mathematics lessons It will also be a useful resource for established teachers embarking on their Masters in Teaching and Learning MTL The Primary Curriculum Patricia Driscoll, Andrew Lambirth, Judith Roden, 2015-03-16 In order to be a successful primary teacher you need a clear understanding of good teaching practice across the subjects that make up the primary curriculum This second edition has been fully updated to include key points from the 2014 National Curriculum in England balancing a clear discussion of the principles behind high quality teaching with the requirements of current policy An emphasis on creative approaches supports you in developing inspiring cross curricular practice in your classroom New to this edition Links to the 2014 National Curriculum in England in every chapter Case studies in every chapter provide useful examples of creative teaching in each curriculum subject Expanded coverage on assessment and planning This is essential reading for students on primary initial teacher education courses including university based PGCE PGDE BA QTS BEd school based SCITT School Direct Teach First and employment based routes into teaching **Using Thinking Skills in the Primary Classroom** Peter Kelly, 2004-12-21 The good practice points add depth to the practical nature of this book and clearly set out its intention to provide reflection for teachers to extend their own skills and practice Jan Baker Head Teacher of Orchard Vale Community School Thoughtfully written and certainly of value to trainee teachers and those already teaching in school National Association for Gifted Children Newsletter Most children already display a range of thinking skills when they communicate with each another and when they talk about their interests whether those are soap operas or car engines and this book presents an approach for classroom practice that will encourage teachers to build on the often quite sophisticated thinking skills the children in their class already have The author highlights points for good practice suggests some lesson ideas and builds in opportunities for professional reflection Advice on the following is included classroom organization approaches to collaborative groupwork developing children's and teachers speaking and listening skills building on the thinking skills that children of all abilities display using questioning techniques to promote thinking skills in the classroom whole school issues Each chapter ends with a summary of key points and there is some photocopiable material included All teachers teaching assistants and those co ordinating the learning of gifted and talented pupils will find this book thought provoking stimulating and inspiring **A Practical Guide to Teaching Science in the Secondary School** Douglas P. Newton, 2008-03-18 This practical and accessible workbook is designed to support student teachers as they develop their basic teaching skills and increase their broader knowledge and understanding for teaching science Newly qualified and beginning teachers should also find it useful It contains all the advice guidance and resources new and student science teachers need to reflect on and develop their teaching practice helping them to plan lessons across the subject in a variety of teaching situations Helpful

features include case studies examples of pupils work examples of existing good practice a range of tried and tested teaching strategies photocopiable resources and training materials activities in each chapter to help student history teachers analyse their learning and performance web links for further reading on evidence based practice

Developing Active Learning in the Primary Classroom Anitra Vickery, 2013-10-10 Establishing an effective learning environment in the classroom requires a clear understanding of different teaching strategies that make children active participants in their own learning This book explores a range of philosophies and strategies to develop active learning in primary education It balances theory with practice to provide evidence based guidance and suggestions for use in the classroom Key topics include Creating a supportive learning environment Developing the questioning skills of teachers and children Learning through assessment Developing thinking skills through curriculum subjects Active learning in early years education Philosophy for Children P4C Frameworks to promote thinking This is essential reading for professional studies modules on primary initial teacher education courses including university based PGCE PGDE BA QTS BEd school based SCITT School Direct and employment based routes into teaching It also serves as a handbook for schools that are developing their approaches to active learning Anitra Vickery works as senior lecturer in primary mathematics education and the Professional Studies Coordinator at Bath Spa University

The Practical Guide to Special Educational Needs in Inclusive Primary Classrooms Richard Rose, Marie Howley, 2006-12-19 A well written and thought provoking book for teachers It offers many ideas to improve inclusive practice in primary schools to the benefit of all pupils not only those with additional or different learning needs Special magazine Written for newly qualified teachers and students approaching the end of their training courses this practical and accessible text is an introduction to working with children of a range of abilities in inclusive primary classrooms The book draws on recent research and innovation in the education of pupils with special educational needs to provide practical examples and advice on how to meet the challenges of developing effective teaching and learning in inclusive settings Chapters cover becoming an inclusive teacher pupils giving cause for concern teaching and learning styles creating inclusive classroom environments and teaching teams learning from pupils looking beyond school developing further as a professional With advice on building positive attitudes developing specific teaching strategies and adapting a personalising teaching approaches the book helps teachers to build upon their earlier training in both practical and reflective ways Richard Rose is Professor of Special and Inclusive Education and Director of the Centre for Special Needs Education and Research at University College Northampton Marie Howley is senior lecturer in the Centre for Special Needs Education and Research at University College Northampton teaching on both undergraduate and post graduate courses and in continuing professional development for teachers

Supporting Learning and Teaching Christine Bold, 2011-06-14 Supporting Teaching and Learning brings together theoretical perspectives practical educational ideas and current academic debates to help students develop their knowledge and understanding of core educational issues It explores the professional relationships necessary for

quality learning and encourages the reader to reflect critically on their values beliefs and assumptions about learning and teaching Written by an author team from a range of educational backgrounds the book focuses on the key issues that teaching teams face as they work together to support children and young people in their learning Covering a broad range of topics themes and age ranges each chapter contains a statement of the author s values and beliefs and concludes with discussion starters ideas for reflecting on practice and a list of useful resources Chapters include The core subjects in the curriculum Information and Communications Technology Linguistic and cultural diversity Special educational needs Out of school learning Assessment Reflective practice and action research Accessible discursive and thought provoking this book is essential reading for students on a range of education courses including Foundation Degrees Education Studies and those undertaking initial teacher training

A Practical Guide to Teaching Reading in the Early Years Ann Browne,1998-09-28 This is a clear jargon free analysis of current national curriculum and national literacy strategy documents combined with sensible and creative suggestions for implementing them the activities are imaginative consistent and true to the author s ideal of a full and empowering critical literacy for all children Times Educational Supplement Friday Magazine A Practical Guide to Teaching Reading in the Early Years meets the needs of student teachers on undergraduate and postgraduate teachers training courses It addresses the English National Curriculum for Teacher Training as well as covering the curriculum requirements for young children It will also be relevant

Exploring Children's Learning Christine Ritchie,2016-12-08 Exploring Children s Learning 3 11 years is essential reading for those passionate about supporting children s learning environments from Early Years to Key Stage 2 By combining learning with important aspects of a broad curriculum content it will inspire and enhance an interest in supporting children s learning Individual chapters focus on key areas of the curriculum such as literacy and history numeracy and science as well as more general topics such as creativity assessment and the emotional and behavioural aspects of learning The book takes an objective view on control over curriculum and offers practical insights into how supportive learning opportunities can create enjoyable and satisfying lifelong learning habits preparing children for the challenges they may face in their adult working life Whether you dip into chapters or read through the book as a whole you will develop your understanding of the complexity of learning and the lifelong effects implicit in this not only from the individual basis that each child faces in terms of learning how to learn but also concerning the differences in learning strategies required to successfully negotiate subject knowledge across a range of disciplines This book is a must read for students of Childhood and Education Studies programmes those undertaking Initial Teacher Training as well as general readers with an interest in supporting children s learning

Science Education in International Contexts May M. H. Cheng,Winnie W. M. So,2011-10-23 This book presents an international perspective on examining and putting into practice new innovations in science education The chapters are organized into three parts each of which addresses a key area in science education research Part I of this book Students conceptual understanding of science

addresses issues related to the identification of students science concepts and the influence of everyday understandings on the construction of science concepts Part II Making science concepts plausible for students addresses the pedagogical concerns of teachers in making science ideas plausible and logical for their students Part III Science teacher learning reports on science teacher learning in Australia and Hong Kong The focus is on the interaction between research and implementation or how theory can be realized in classroom practice with contributions from both non Western and non English speaking contexts and Western and English speaking countries Taken together the papers have a common focus on the relationship or integration of theory and practice in science education They demonstrate a concern to address education reform directions putting into practice recommendations from science education research and improving the quality of science education The contributors of this book come from seven different areas around the world These contributions have been essential in making the discussions in this book multi perspective and relevant to an international audience thus allowing it to emerge to join the international discourse on improving science education The studies reported in this book provide insights for future research addressing science education reform directions students learning needs and different classroom contexts The discussions and the findings reported are relevant to science educators teachers student teachers graduate students in education curriculum developers and those responsible for education policy

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