



## Feedback from Key Stage 1 children about Science (September 2022)

### General questions about Science

*Children from Key Stage 1 have feedback on Science. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages*

<b>What is Science about?</b>
<ul style="list-style-type: none"> <li>Learning about different body parts.</li> <li>Learning about plants.</li> </ul>
<b>Why is Science important?</b>
<ul style="list-style-type: none"> <li>Knowing how different body parts work and what they do.</li> </ul>
<b>Tell me about your favourite piece of work in Science and tell me why you enjoyed learning about this.</b>
<ul style="list-style-type: none"> <li>Watching videos about the different body parts e.g. ribs, skull and arms. It was interesting because they used funny voices.</li> </ul>
<b>Are there any areas in Science that you are still unsure about?</b>
<ul style="list-style-type: none"> <li>No.</li> </ul>
<b>How do you know if you are doing well in Science?</b>
<ul style="list-style-type: none"> <li>We get team points.</li> <li>We get a sticker.</li> <li>The teacher says well done.</li> </ul>
<b>What happens if you are finding work difficult in Science?</b>
<ul style="list-style-type: none"> <li>You can put your hand up and ask the teacher.</li> </ul>
<b>What do you need to do to improve your learning in Science?</b>
<ul style="list-style-type: none"> <li>Remembering all of the body parts.</li> </ul>
<b>In September, you completed some work on our bodies in Science, what can you tell me about it?</b>
<ul style="list-style-type: none"> <li>There are five senses – hearing, seeing, smelling, tasting and touching.</li> <li>We have got arms and legs.</li> <li>You have a skull in your head made out of bones and it keeps your brain safe.</li> <li>Your neck holds your head up. Your head would be floppy if we didn't have a neck.</li> <li>You have a heart and it beats when you are running fast.</li> <li>You have a tummy.</li> </ul>
<b>If you were to complete this work again, what would you do differently?</b>
<ul style="list-style-type: none"> <li>We had to draw arrows to label the parts of the body. We could label all of them with some help. Next time, we could try and label them on our own.</li> </ul>
<b>Can you explain what some of this Science vocabulary means?</b>
<p>Senses – how you hear, see, smell, touch and taste. You hear with your ears, you see with your eyes, you smell with your nose, you taste with your mouth and tongue (your tongue has spots that help you taste) and you touch with your fingers, hands and skin.</p> <p>Sour – something tastes tarty, like a lemon.</p> <p>Sweet – it's not sour, you like it, its tasty. A chocolate cake tastes sweet.</p> <p>Salty – It tastes like salt. Salt and vinegar crispy and ready salted crisp are salty.</p> <p>Sensory – using your senses.</p>
<b>Can you think where this learning link to things that you have learned before in Science with a different teacher?</b>
<ul style="list-style-type: none"> <li>Learning about the sense of taste in Year One. We made a fruit salad. Grapefruit and pomegranate were tarty. The kiwi fruit was sweet.</li> </ul>

**'Never settle for less than your best'**

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12



## Subject specific questions about Science

### **Can you think about a Science investigation you have carried out, what can you tell me about it?**

- Testing things that float and sink. We put different objects into water to see if they would float or sink. A ball of tinfoil floated, a ruler floated and a pencil sunk.
- We tested materials to see how much water they would hold. We put them into water and then took them out and squeezed the materials to see how much water they held.

### **What do you think would happen if people didn't have any senses?**

- You wouldn't be able to smell when your tea is ready.
- You wouldn't be able to hear your mum and dad talking.
- You wouldn't be able to taste your tea.
- You wouldn't be able to see anything.
- You wouldn't be able to feel anything like grass or the walls.

## Action to take as a result of Key Stage 1 Pupil Feedback on Science

- Further discussions needed on what Science is and the different areas of Science.
- Further work needed on making explicit link to where learning fits with previous topics covered and other curriculum areas.
- Further work needed on setting targets and children knowing these and how to improve their learning.

**Next Pupil Feedback review: Spring Term 2023**

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