



Feedback from Lower Key Stage 2 children about Science (September 2022)

General questions about Science

Children from Lower Key Stage 2 have feedback on Science. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages

What is Science about?

- Learning about magnets, the body, skeletons, plants, animals, solids, liquids and gases.
- Learning about how things work.
- Learning about how things grow.
- Learning about the world around us.

Why is Science important?

- If you're a doctor then you need to know about bones and how the body works.
- It's important to learn how to be fit and healthy and how our bodies work.
- To learn how to care for your environment.
- To help you look after your pets.
- To know more about the world around you.

Tell me about your favourite piece of work in Science and tell me why you enjoyed learning about this.

- Exploring magnets to see which poles connected together and were magnetic. Testing materials to find out which were magnetic. I enjoyed investigating how far away a magnetic could be from a material and still attract the material.
- Sorting living things into different groups. I enjoyed finding out the different features of living things.

Are there any areas in Science that you are still unsure about?

- Knowing all of the parts of the body.
- Knowing which objects float and sink.
- Knowing why some objects float and some sink.

How do you know if you are doing well in Science?

- Team points for good answers and good work.
- Being chosen to share work in class as a good example.
- Praise from teachers.
- Positive comments in books.
- Certificates in assemblies.

What happens if you are finding work difficult in Science?

- The three 'b's'. Look back in your book, ask your buddy (partner) and ask your boss (teacher).
- Work with a partner.
- Ask for help.
- Discuss things with a group or the class first.
- Working as a group.

What do you need to do to improve your learning in Science?

- Remembering more from other year groups and topics that we have done before.
- Getting better at writing explanations for how things work.
- Remembering scientific language e.g. the names of the parts of the digestive system.

In September, you completed some work on naming the parts of the skeleton in Science, what can you tell me about it?

- Your rib cage is in your chest and protects your lungs and heart.
- Your spine is your backbone.
- Your skull is inside your head and protects your brain.
- We have joints to connect bones.
- We have 206 bones.

'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



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If you were to complete this work again, what would you do differently?

- Try to think of the names of the bones myself and rely on less help from the teacher.

Can you explain what some of this Science vocabulary means?

Skeleton – Your 206 bones in your body. Helps to keep you upright and helps you to move.
Diet – Food that keeps you healthy. You can have a healthy and unhealthy diet. A diet is what you eat.
Spine – Your backbone. It makes humans a vertebrate because vertebrates have backbones.
Rib cage – The set of bones that surround your heart and lungs.
Joint – Connects bones together. They help you to bend and move.
Muscle – They help you to move. They are attached to our bones.

Can you think where this learning link to things that you have learned before in Science with a different teacher?

- Learning about the healthy food plate in Year 3.
- Learning about what animals eat to stay healthy in Year 2.
- Learning about the digestive system in Year 3.

Subject specific questions about Science

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

- Exploring magnetic and non-magnetic materials and magnetic poles. North and South poles attract and North and North and South and South repel.

What do you think would happen if we had no skeleton?

- We would be wobbly like a jelly.
- It would be hard to move.
- Our body wouldn't stay up; we would be floppy.

Action to take as a result of Lower Key Stage 2 Pupil Feedback on Science

- Provide more practical opportunities and allow children to plan and carry out their own investigations to find things out.
- Complete a range of different activities to support pupils with remembering the names of the bones in the body e.g. making a skeleton using dog biscuits as bones, drawing skeleton as a group remembering sections of a hidden image, using 3D skeleton resources and labels etc.
- Continue to make explicit links to where learning links to previous topics in Science.

Next Pupil Feedback review: Spring Term 2023

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