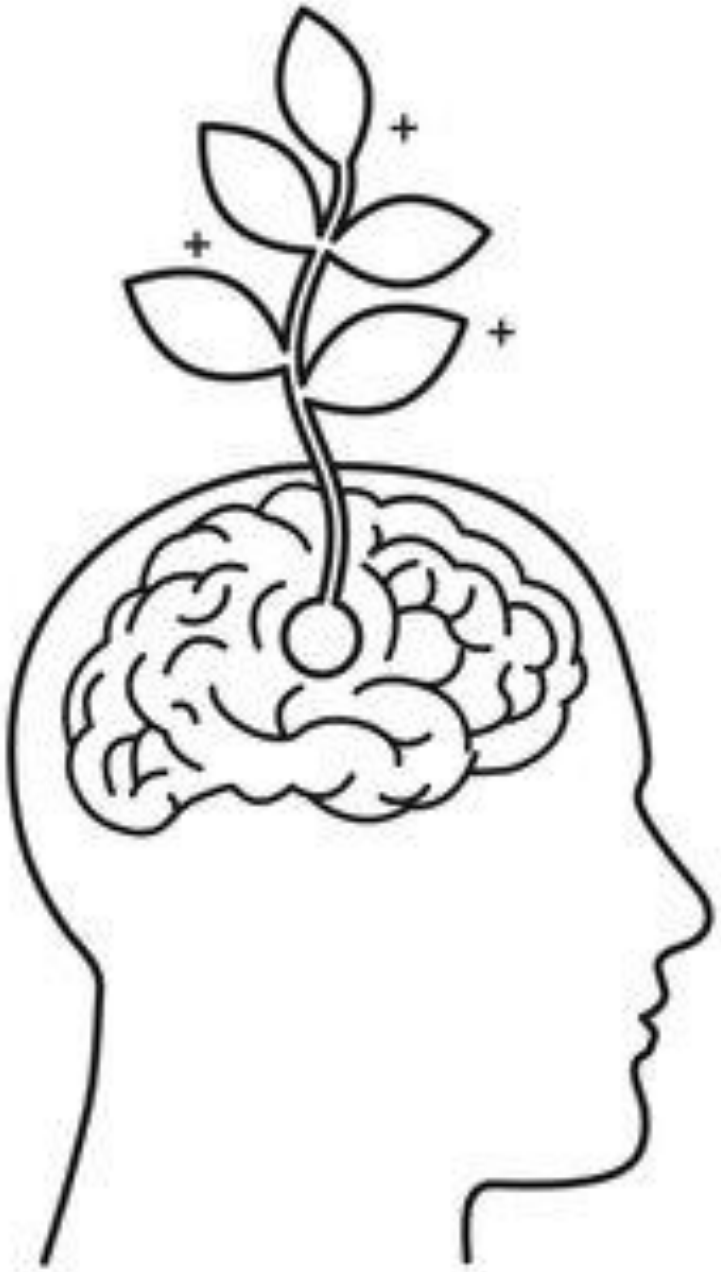

Making
Science FUN!
Making
SCIENCE FIT!

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KEEP
CALM
AND THINK
WORK SMARTER
NOT HARDER

There are 3 ways to approach integrating science with the WAU.

- 1. Start with a WAU topic and see what science fits in.
- 2. Start with a science topic and see which WAU topic it could fit into.
- 3. Extend your chosen topic to make into a theme.

There are 3 ways to approach integrating science with the WAU.

- 1. START WITH A WAU TOPIC AND SEE WHAT SCIENCE FITS IN.

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ROYAL SOCIETY OF CHEMISTRY

JOHN

Steps into Science

Inspiration, support and resources for primary teaching

All | Search our site

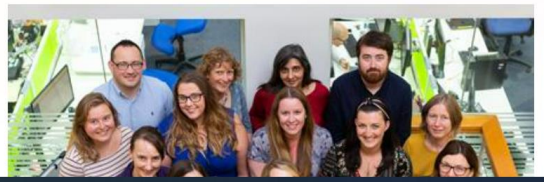
Find resources | Boost your knowledge | Beyond the classroom | Get funding | About the RSC

Browse our resources

Ages 4–7

Ages 7–9

Ages 9–11



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27/09/2022

Ancient Egypt – Science Ideas Web

Age range: 7–9 years

ANCIENT EGYPT

BIOLOGY

Key organs in the body

When preparing a dead body for mummification, ancient Egyptians removed different organs such as liver, intestines, lungs and stomach from the body. They put these organs into Canopic jars because they believed that dead people needed these organs in the afterlife.

? Can we draw around someone on a big piece of paper and stick on where each of the main organs is? ? Can we create a table to show the organs and their functions?

Habitats and environment

In ancient Egypt, some animals were respected and represented as gods or goddesses; others were domesticated and used for farming. Some animals were dangerous so people feared them.

? What can we find out about which animals lived in ancient Egypt? ? Can we make a table to show which animals were respected, which were used for farming and which were feared? ? What would the table look like for animals living in Britain today? ? Which animals do children in our class fear? ? Why?

Conditions for growing plants

Egypt is a hot country with many deserts. There weren't many places where ancient Egyptians could grow crops. The banks of the Nile were a good place for growing plants as the river provided water and nutrients by flooding its banks once a year.

? What happens if we plant a seed in different soils? ? Which soil seems to be the best for growing plants? ? Can we create a graph showing how much each plant has grown over a period of time? ? What else do you think the plants need to grow and survive?

CHEMISTRY

Changes of state

Egypt is a hot country with temperature as high as 40 degrees Celsius in summer. Water was extremely important to the ancient Egyptians because it helped them grow crops. In hot weather water evaporates quickly.

? Can you find a good way to stop water evaporating quickly on a hot, sunny day? ? Are some containers better than others for holding water in hot weather?

Soils for growing plants

Ancient Egyptians used the banks of the river Nile to grow their crops. Every year, the river would flood the banks and make the soil on the river banks more fertile, ready for the new season's crops to be planted. The annual flooding was very important to the Ancient Egyptians, and they divided the year into three seasons: *akhet* (flooding), *peret* (growth), and *shemu* (harvest).

? Can we make two tables, one showing what soil is made from and one showing what plants need to grow? ? Can you explain how flooding might affect the soil and make it more fertile?

Uses and properties of materials

In ancient Egyptians poor people made houses out of mud bricks. Pharaohs, however, wanted their pyramids to last for a long time, so they made them out of stone bricks.

? Can we make a table to compare the properties of mud and brick? ? Do you think that hard stone or soft stone would be best for building the pyramids? ? What are the disadvantages of each type of stone?

PHYSICS

Effects of forces between two objects

When they were creating the pyramids, the ancient Egyptians had to move large limestone blocks across different surfaces such as sand and stone. It was easier to move the blocks on some surfaces than others.

? Can we find out on what kind of surface is easiest for moving a large stone? ? Can you identify which surfaces around school would be best to move the stone on? ? Is it easier to push or pull the stone?

Seeing things and light sources

Pyramids contained different chambers. The sarcophagus (a container for a dead body) and other burial items would be placed in the different chambers. Pyramids had no windows and it was very dark inside the chambers.

? Why do you think the Ancient Egyptians couldn't see anything without natural light? ? What ideas can you think of for how the Ancient Egyptians could have allowed natural light into different parts of the pyramids?

Day and night, the Earth and sun

In ancient Egyptian times the sun was thought to be a disk protected by the falcon-headed god Ra, who took it for a journey in a boat across the sky every day. Every evening Apophis, the god of chaos, would consume Ra and his sun boat. This meant that Ra had to travel though the underworld at night to be reborn in the East every morning.

? Can we create a sun dial that keeps track of the sun's position in the sky throughout the day? [SAFETY NOTE: Don't look at the sun directly as this can cause loss of vision or blindness.] ? How do we know that the ancient Egyptians were wrong in thinking that the sun moves in a boat across the sky?

Written by: **Thomas Finch**

Edited by:

Millgate House Education

ROYAL SOCIETY OF CHEMISTRY

Evolution and fossils

People in Viking times believed that some stones and fossils had healing powers. They often used fossil ammonites or belemnites, squid-like creatures from the Cretaceous period, as charms for protection.

? Can we find out how fossils are formed? ? Can we make an imprint of a shell and use it to cast a fossil out of plaster? ? What can we find out about the changes that have occurred in animal life since the Jurassic and Cretaceous times?

? Can you describe the life cycles of farmed plants and animals? ? Can you describe the differences between the life cycles of mammals (eg pigs and sheep) and birds (eg chickens)? ? What is the life cycle of a fish? ? Do any other animals have similar life cycles?

Sound: pitch and volume

Viking musicians had a variety of percussion, stringed and blown instruments they could play. The Viking lyre was a stringed instrument similar to a guitar but much quieter.

? Can we find out what makes a guitar louder than a lyre? ? How does covering and uncovering the holes in a recorder change the pitch? Why? ? How can we change the pitch and volume of a drum?

Edited by:

Millgate House Education

Reversible and irreversible changes

In Viking times babies wore nappies with peat moss to keep them dry. Modern nappies contain crystals made of superabsorbent polymers.

? What nappy brand is best at absorbing water? ? Can you think of any reasons for differences between brands? ? What other materials can absorb water? Which is the best? ? Once the polymer crystals in a nappy have absorbed the water, is there a way to get the water back?

? Once the polymer crystals in a nappy have absorbed the water, is there a way to get the water back?

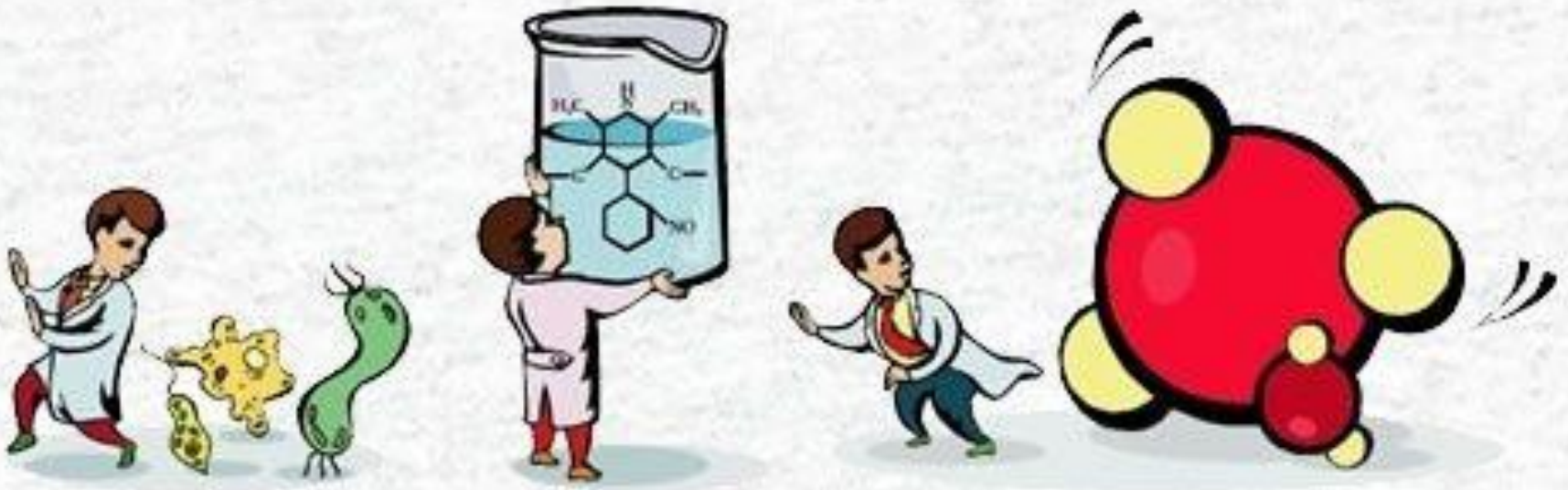
Contact forces

Viking longships were long and narrow and didn't sink far into the water. They were the fastest ships of that time. If Vikings rowed up a river but got to a stretch that was too shallow or narrow for rowing, they would take their ship out of the water and pull it across the land until they got to a suitable part for rowing again.

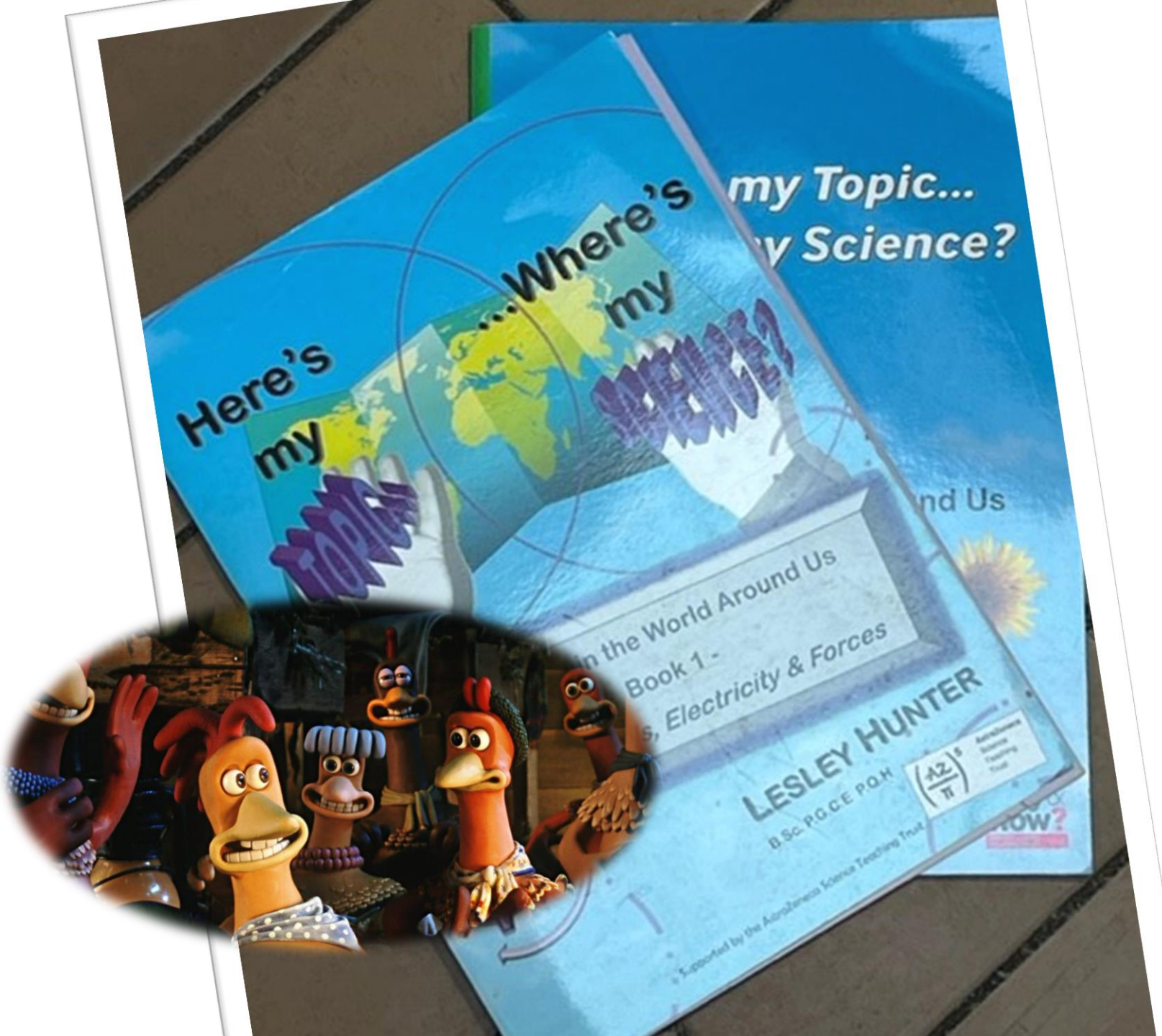
? Can we make a model to investigate boat shapes and find out which shapes float best in water? ? Can we investigate which surfaces are best for pulling objects across? ? How does the weight of an object affect how easy or hard it is to pull it across a surface? ? What forces are acting in these situations?

Written by: **Terry Harvey-Chadwick,** SV Educational Services

ROYAL SOCIETY OF CHEMISTRY



If it's green or wriggles, it's biology.
If it stinks, it's chemistry.
If it doesn't work, it's physics!


Here's my Topic...
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Primary

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A guide to the primary comp National Curr

Primary science

A guide to the best resources to support primary science aligned to the English National Curriculum.

Teaching science through cross curricular topics

Explore our series of resources supporting the teaching of science through cross-curricular topics.

Teaching science through stories

From Charlie and the Chocolate Factory to The Gruffalo, children's stories provide a great context for learning science.

Topics for ages 5-7

ANIMAL MAGIC

Discover engaging science reso
bring the topic Animal Magic to l

seasons and weather

Access lesson plans, activities and ideas
support the teaching of science through
Seasons and the Weather.

get moving!

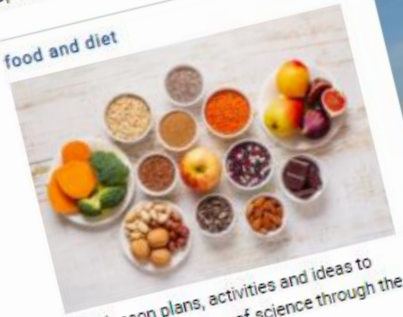
Discover activity ideas to use with childr
as they engage with the topic of Transp

Topics for ages 7-9

WORLD WAR II

Access lesson plans, activities and ideas to support the teaching of science through the topic of World War II.

food and diet



Find lesson plans, activities and ideas to support the teaching of science through the topic of Food and Diet.

fashion

Explore science resources linked to the theme of Fashion.

Topics for ages 9-11

EXPLORERS

Discover a range of lesson plans, activities and ideas to support the teaching of science through the topic of Explorers.

Ancient egypt

Discover lesson plans, activities and ideas to support the teaching of science through the topic of Ancient Egypt.

structures

Find lesson plans, activities and ideas to teach science through the topic of Structures.

ources for linking
ons to the theme of Artists.

rivers

Access resources supporting the teaching of science through the topic of Rivers.

COLOURS

Browse a range of lesson plans and activities to support science teaching through the topic of Colour.

earthquakes volcanoes

Browse science resources linked to the topic of Earthquakes and Volcanoes.

Find lesson plans, activities and ideas to support the teaching of science through the topic of the Romans.

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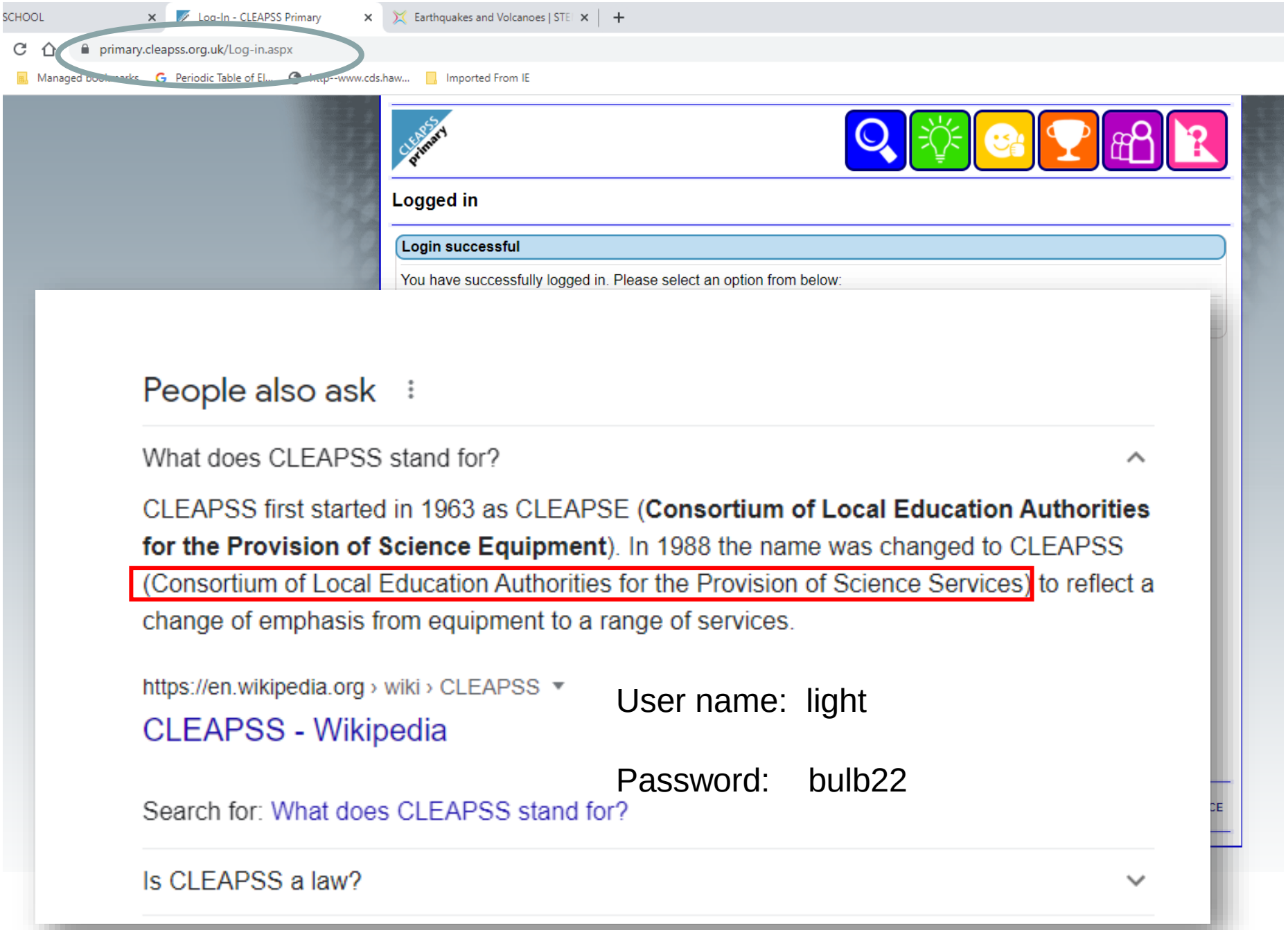
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Imported From IE
CLEAPSS primary
Logged in
Login successful
You have successfully logged in. Please select an option from below:
People also ask
What does CLEAPSS stand for?
CLEAPSS first started in 1963 as CLEAPSE (Consortium of Local Education Authorities for the Provision of Science Equipment). In 1988 the name was changed to CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) to reflect a change of emphasis from equipment to a range of services.
https://en.wikipedia.org › wiki › CLEAPSS
CLEAPSS - Wikipedia
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User name: light
Password: bulb22

Supporting practical work in science, D&T and art

CLEAPSS primary

CLEAPSS Explore#15 13 Jun 2022

In this issue: everything you need to know, and use, to teach your children hand sewing.

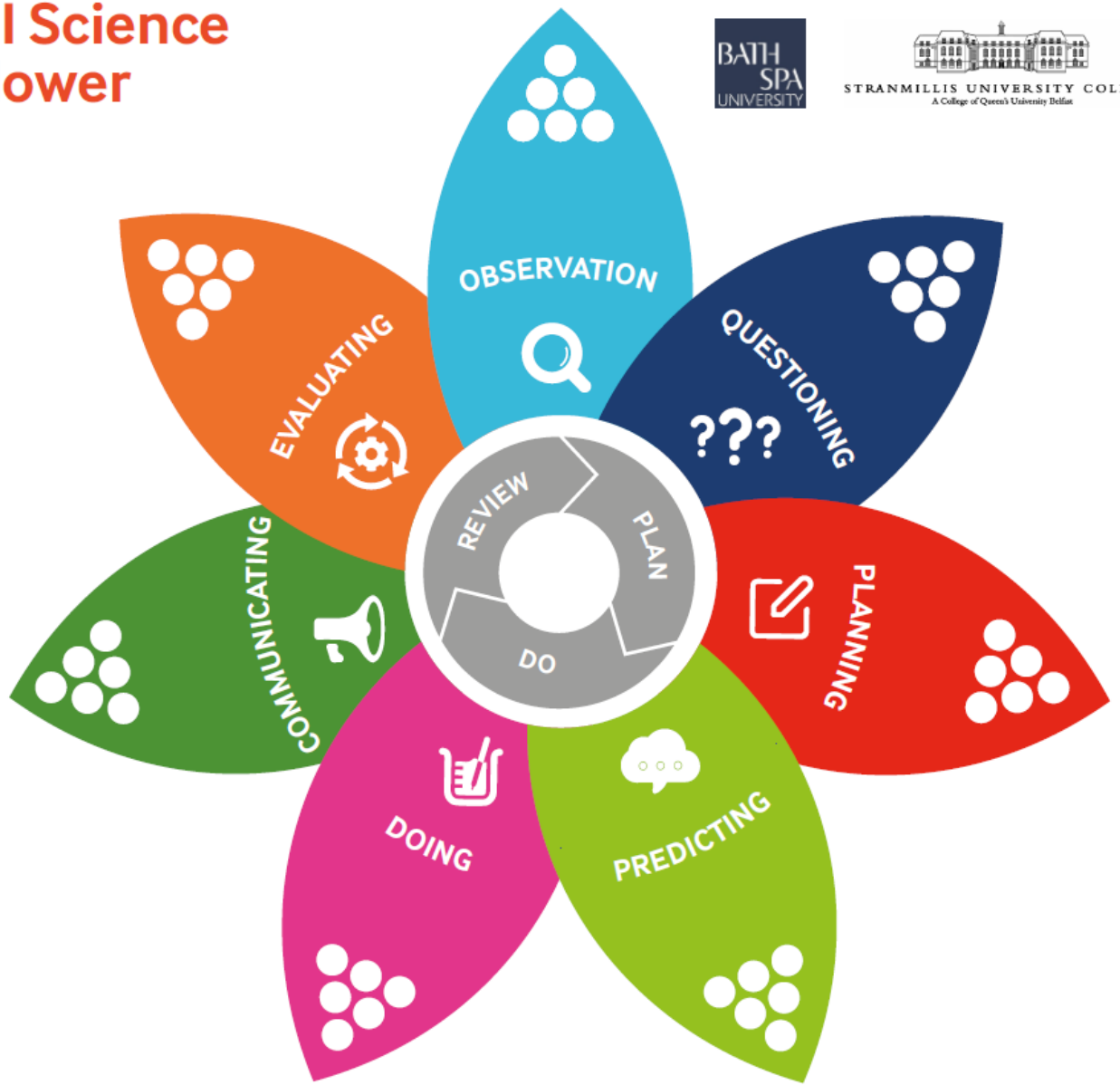
Click here to view Explore#15

Teaching Ideas

Safety

CLEAPSS HOME COOKIES TERMS AND CONDITIONS © COPYRIGHT NOTICE

TAPS-NI Science Skills Flower



https://taps.pstt.org.uk/shared-understanding/shu3/taps-ni-science-skills-flower/

There are 3 ways to approach integrating science with the WAU.

- 2. START WITH A SCIENCE TOPIC AND SEE WHICH WAU TOPIC IT COULD FIT INTO.

Explorify

explorify.uk/en/activities?search&filtered

YouTube Gmail Translate News Maths Seasonal Res... COVID-19 Vaccine... Virgin Media Mail I...

Explorify

Home My dashboard Teaching support John

Year group (all) | Science topic (all) | Zoom In, Zoom Out | Search 500+ activities

Activity type (all)
Image gallery
Odd One Out
Zoom In, Zoom Out
Video
What's Going On?
Audio
Listen, What Can You Hear?
Discussion
What If...
The Big Question
Have You Ever?
Hands on
Mystery Bag
Mission Survive
Problem Solvers

Zoom In, Zoom Out Short starter • Energiser • No prep

Challenge your class to observe an object, from very close up, and describe what they see. Then zoom out, and discuss step by step. Develop oracy skills and involve the whole class. It's an all-round favourite! Learn more

118 activities found Clear filters

ZOOM IN, ZOOM OUT

Strange snack

Take a closer look at this everyday object by zooming in and out to see it differently.

P3 – P4, P5 – P7

• Animals, including humans

Save Mark as done?

ZOOM IN, ZOOM OUT

Chock-a-block

Take a closer look at this everyday object by zooming in and out to see it differently...

P3 – P4, P5 – P7

• Movement and Energy

Save Mark as done?

ZOOM IN, ZOOM OUT

Orange and waxy

Take a closer look at this everyday object by zooming in and out to see it differently.

P5 – P7

• Evolution and inheritance

Save Mark as done?

ZOOM IN, ZOOM OUT

Pink and spongey

Take a closer look at this everyday object by zooming in and out to see it differently...

P5 – P7

• Animals, including humans

Save Mark as done?

SEASONAL CHANGES

EXPLORIFY RESOURCES

The Climate Challenge (CC)

EXPLORIFY RESOURCES

Explorify

CC Curriculum statements	Additional related Science Curriculum areas (English)	Explorify activities (Codes below)	Suggested use / Taking it further (CC key learning points in **bold**)
	Biodiversity - plants, animals, habitats		
English: To recognise that environments can change and that this can sometimes pose dangers to living things (Y4) *Northern Ireland:* *The variety of living things in the world and how we can take care of them (KS1).* *Changes in the local natural environment, including how they can affect living things (KS2).* *The relationship between animals and plants in a habitat (KS2).* Scottish: Contribute to the design or conservation of a wildlife area (SCN 2-02a).	**Y1:** Identify and name a variety of **common wild** and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. **Y2:** Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Y3:** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Y5:** Describe the life process of reproduction in some plants and animals.	Buzzing with life WGO	Identify flowers in the local habitat- younger children could use this spotter sheet. Older children could use the free app Seek by iNaturalist (user guide). **Meadows are now one of Britain's rarest habitats; 97% have been lost since the 1930s. They support a large population of living things.** The RSPB have created a simple video about planting wildflower seed. Find out more about the Plantlife's No Mow May initiative by watching their introduction video. You can encourage wildlife in your school grounds and help restore local biodiversity by planting your own wildflower meadow. The Wildlife Trust has a leaflet about ways to introduce wild flowers and offers further advice here. You could also register for support and match funding from the Earth Restoration Service's Flutter Flowers here or sign up to be part of Backyard Nature. Do your pupils want to create a wildflower corner at home? They could make seedballs using these instructions and then find a suitable spot for them.
	Y3: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Y5:** Describe the life process of reproduction in some plants and animals.	Feathery friend ZIZO	This provides an opportunity to explore pollination. Children could learn to recognise different species of bee, with this excellent British Science Week resource. It's estimated that about one third of the food we need is dependent upon pollination by bees. **Scientists are concerned that the populations of some bee species are declining in the UK. This could be because of habitat loss, climate change and the use of insecticides.**
Collaborate in the design of an investigation into the effects of fertilisers on the growth of plants. Express an informed view of the risks and benefits of their use (SCN 2-03a). Contribute to discussions of current scientific news items to help develop an			What could your school grounds offer bees? You could make a bee bath for when they might be thirsty; a 'bee hotel' for solitary bees to live in or make a hibernating nest for a queen bumble bee to use over winter with either a buried tea pot or terracotta pot. Of course, planting a wild flower area (or using seed bombs) near these facilities would be perfect!
		Which pollinators visit our school grounds? TBQ	Surveying pollinators will help children understand the role they play. To **increase the biodiversity supported, a range of flower types are needed.** The Royal Horticultural Society (RHS) has produced an easy-to-use chart, the Pollinating Insects Spotter Guide to help identify pollinators. Meanwhile, the urban bees website produces a monthly guide to which bees can be spotted.

There are 3 ways to approach integrating science with the WAU.

- 3. Extend your chosen topic to make into a theme.

elsewhere on ccea.org.uk

Key Stage 3 Results

Key Stage 3 Assessment Statistics

Áiseanna Bunscoile/Primary Irish-Medium Resources

Progress File

Lesson 2: Made in Ulster. for the World

Science Through Stories

Here are some resources that were developed for World Book Day and can be used by teachers across all key stages of the primary school.

PDF Elmer - Foundation Stage - How Easy Is It To Hide?
PDF | 2.05 MB - last updated 07/01/2020

PDF Rosie's Hat - Foundation Stage - Why Do Things Move?
PDF | 2.18 MB - last updated 07/01/2020

PDF Horrid Henry Rocks - Key Stage 1 - What Materials Can Horrid Henry Use To Help Block Out The Sound?
PDF | 1.62 MB - last updated 07/01/2020

PDF The Lighthouse Keeper's Lunch - Key Stage 1 - How Can Mr Grinling Get His Lunch Quickly?
PDF | 1.63 MB - last updated 07/01/2020

PDF Gangsta Granny - Key Stage 2 - Can We Create An Alarm System To Prevent Future Gangsta Crooks From Stealing The Crown Jewels?
PDF | 2.2 MB - last updated 07/01/2020

PDF The BFG - Key Stage 2 - Can You Make Your Own Fizzy Potion?
PDF | 1.87 MB - last updated 07/01/2020

PDF Charlotte's Web - Key Stage 2 - Why Do Spiders Not Stick To Their Own Webs?
PDF | 1.42 MB - last updated 07/01/2020

story to initiate
k Day.

PDF

Bridges

PDF | 3.85 MB - last updated 12/11/2019

PDF

Water

PDF | 999.23 KB - last updated 12/11/2019

PDF

Wind

PDF | 1.28 MB - last updated 16/06/2020

PDF

Textiles

PDF | 14.56 MB - last updated 12/11/2019

PDF

Farming

PDF | 1.92 MB - last updated 12/11/2019

ZIP

Farming Resources

ZIP | 21.84 MB - last updated 12/11/2019

PDF

Flight

PDF | 3.98 MB - last updated 12/11/2019

ZIP

Flight Resources

ZIP | 12.55 MB - last updated 12/11/2019

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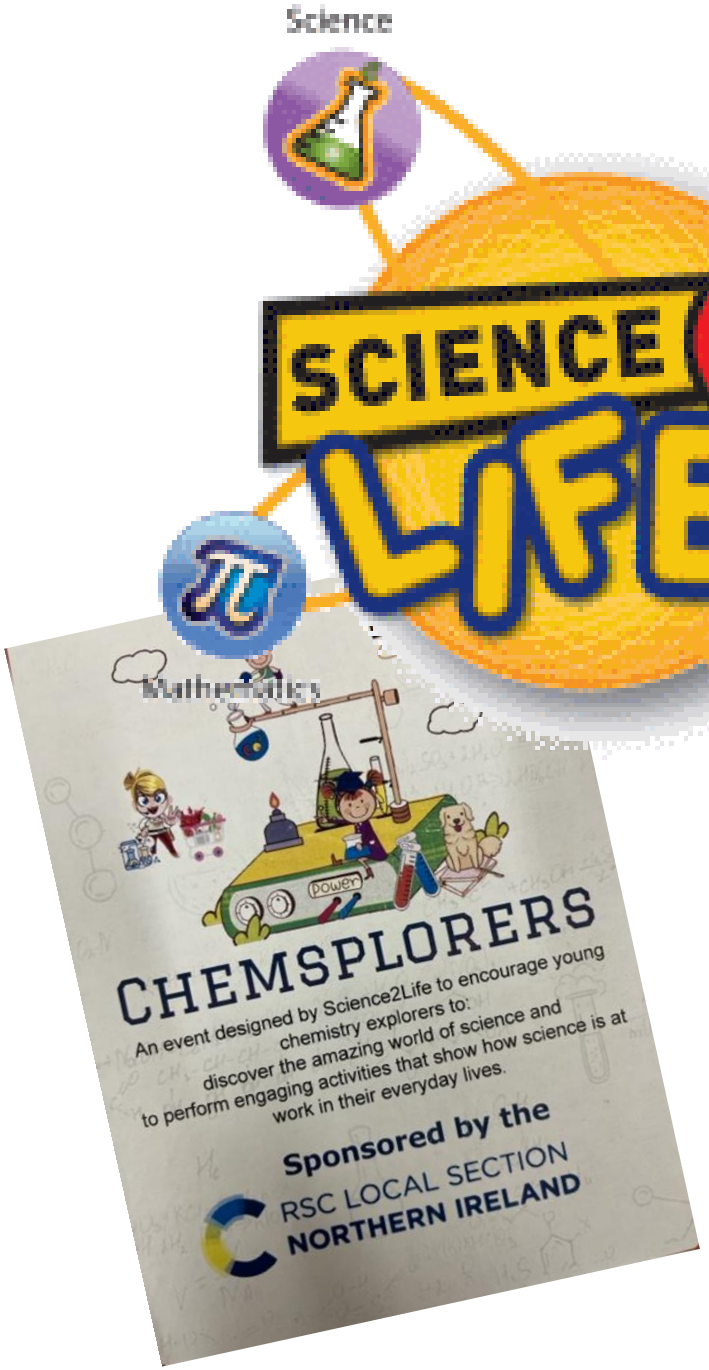

https://www.science2life.com/


Making
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