



Understanding
Primary Science
Ideas, Concepts
and Explanations



Martin Wenham



Understanding Primary Science Ideas Concepts An

Wynne Harlen

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Understanding Primary Science Ideas Concepts An:

Understanding Primary Science Martin Wenham, 2004-12-08 This is a useful and interesting resource book for primary teachers and would help to develop their knowledge and teaching of science I will certainly be using it to inform my planning and teaching of the subject Juliette Green Primary School Teacher Environmental Education This book clearly goes some way to achieving its goal of enabling the effective teaching of science at primary level Primary Science Review Every teacher however well trained in science will have areas of uncertain understanding This book is a prime resource for primary teachers of readable accurate and relevant explanations of scientific phenomena supported by impressively clear drawings It has been revised to include recent scientific developments such as DNA and environmental issues and continues to give sound advice about likely misconceptions whilst maintaining its focus on explaining the science for teachers Wynne Harlen Professor in Education University of Bristol In a thoroughly revised and updated version this standard reference book provides the background knowledge teachers need in order to plan effective programmes of work and answer children's questions with confidence It is based on the belief that children learn most effectively when they can interpret their own experiences and investigation in scientific terms The content of this book has been guided but not limited by the National Curriculum NC and the detailed requirements for teacher knowledge of the Teacher Training Agency TTA It sets out the facts develops the concepts and explains the theories which pupils at primary level including older and very able children are likely to need in order to understand the observations and investigations they undertake For this edition some new topics have been added in response not only to TTA requirements and ongoing developments in science and technology but also to the queries of children and teachers about observations they find relevant and puzzling Throughout topics are developed in ways which teachers and children can relate to their own experience The text does not assume specialised scientific knowledge and wherever possible explanations and the development of ideas begin and remain firmly in contact with everyday events and observations What is assumed is that readers will be willing to try things out for themselves and think afresh in scientific terms about experiences they and their pupils now take for granted As a work of reference to answer specific questions and clarify ideas or as a resource for planning an effective primary science programme this is an essential book for teachers student teachers and anyone interested in the roots and growth of science education

Understanding Primary Science Martin Wenham, Peter Ovens, 2009-12-09 Now in its Third Edition this text provides the background knowledge primary teachers need to plan effective programmes of work and answer children's questions with confidence The new edition links explanations of scientific concepts with children's everyday experiences to help teachers and trainees foresee how they will present the subject knowledge to their pupils Shaped by the National Curriculum this text explains key scientific theories and concepts which pupils at primary level including very able children need in order to understand the observations and investigations they undertake A CD ROM of 200 science investigations for young students is included with

the new edition allowing teachers to explore the practical application of topics covered in the book This is an essential book for teachers student teachers and anyone interested in the roots and growth of science education

Meeting the Standards in Primary Science Lynn D. Newton,2013-04-15 Meeting the Standards in Primary Science provides primary science subject knowledge the pedagogical knowledge needed to teach science in primary schools support activities for work in schools and self study information on professional development for primary teachers This practical comprehensive and accessible book should prove invaluable for students on primary initial teacher training courses PGCE students lecturers on science education programmes and newly qualified primary teachers

Understanding Science Ideas Lesley Newson,Derek Bell,1997 This text provides teachers with background science information to enhance their knowledge and understanding of key issues in the primary science curriculum It should prove a valuable resource for all teachers of primary science particularly the non specialist as it provides clear and accessible explanations of complex issues such as floating and sinking and plant nutrition

Primary Science Curriculum Guide John Stringer,2013-06-17 This guide provides trainee teachers with an insight into the nature and teaching of primary science It aims to introduce you to the ways in which children learn science and to the science itself Each Unit can be studied independently or used to support prepare for school experiences You will be directed towards additional reading which will develop or confirm the subject knowledge you will need to achieve QTS the curriculum guide is up to date revised to take account of Curriculum 2000 and accepted good practice in primary science teaching and learning It is also flexible many of the Units are stand alone They can be undertaken in any order at your own pace to complement school experiences The Units are practical and feasible the activities suggested can be undertaken by the non specialist in many cases without specialized equipment or access to large numbers of pupils The guide is comprehensive covering all the primary science elements in Curriculum 2000 and giving background information into other aspects of primary science teaching It is also supportive the guide suggests further texts to support trainees own understanding of the scientific and pedagogical concepts involved Additional reading draws on the TTA s list of approved key texts The original text was piloted by students following a distance learning PGCE course It has been revised and updated in line with their comments and to meet Curriculum 2000 and Curriculum Guidance for the Foundation Stage The text was initially developed as a core text for the part time distance learning course at Liverpool Hope and is designed for trainee teachers on distance learning and flexible routes returning converting or overseas teachers

Understanding Primary Science Martin Wenham,2005 This is a useful and interesting resource book for primary teachers and would help to develop their knowledge and teaching of science I will certainly be using it to inform my planning and teaching of the subject Juliette Green Primary School Teacher Environmental Education This book clearly goes some way to achieving its goal of enabling the effective teaching of science at primary level Primary Science Review Every teacher however well trained in science will have areas of uncertain understanding This book is a prime resource for primary teachers of readable accurate and relevant

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Teaching, Learning and Assessing Science 5 - 12 Wynne Harlen, 2005-11-09 Professor Harlen has once again provided the leading text on primary science This eminently readable book sets out a clear account of our understanding of learning teaching and assessment and through the skilful use of examples explores the implications of this for science teachers of pupils aged five to 12 By emphasizing the importance of research evidence and the way in which it should underpin practice this new edition challenges everyone involved in science education to reflect again on whether we are providing the most appropriate learning opportunities for our pupils It is certainly a book which will be highly recommended referred to on many occasions and used extensively Dr Derek Bell Chief Executive The Association for Science Education 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 five to 12 years The author details a constructivist view of learning which recognizes 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 The wide range of topics covered include The nature of students learning in science The goals of science education Gathering and interpreting information about students s ideas Helping development of scientific ideas Gathering and interpreting evidence of students enquiry skills and attitudes Strategies for helping development of students enquiry skills and attitudes The learner s role in learning Summarising and reporting learning Motivating learning Teachers and children s questions Resources for learning science Managing science in the school Each chapter features useful summaries points for reflection and further reading making this acclaimed book indispensable reading for all primary and practitioners and students who want a book that will authoritatively inform inspire and instruct their science teaching

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

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 **Teaching Science** ,2008 *Uncovering Student Ideas in Science* Page Keeley,2005 V 1 Physical science assessment probes Life Earth and space science assessment probes

An Introduction to Primary Mentoring Trisha Maynard,1997 With the emphasis on school based training growing stronger everyone involved needs access to a straightforward text which explains and clarifies the educational processes behind mentoring An Introduction to Primary Mentoring aims to meet this need The text is divided into two parts The first part discusses the principles and practices of effective mentoring and the second focuses specifically on mentoring the core subjects of English mathematics and science *Teaching 3-8* Mark O'Hara,2000 Providing comprehensive coverage of the issues involved in the new government chapters on 3 8 teaching this is a textbook for initial teacher training and for newly qualified teachers Teaching, Learning & Assessing Science 5-12 Wynne Harlen,2000 eaching Learning and Assessing

Science 5-12 is a new and totally revised edition of *Teaching and Learning Primary Science*. The author provides a theoretical rationale for why science should be taught in particular ways and ideas and examples of how to do it. The opening chapters show how children learn and discuss the nature of the goals of teaching science to children aged 5-12. It is teachers' understanding of these things that determines the kind of learning experiences they provide for children. Evidence is provided to support a constructivist view, a view of learning which recognizes that children already have ideas about the world around them formed from their every day experiences and every day ways of thinking. The teacher's role is to help children to build their understanding and change their ideas towards the more scientific view. In science this means through inquiry which involves first hand investigation of materials, the use of books and other resources and discussion. Several chapters describe and illustrate aspects of the teacher's role in bringing about this learning including planning and providing learning resources. A key feature of *Teaching Learning and Assessing Science 5-12* is the attention given to assessment particularly assessment that has a formative role in teaching and learning. Research shows that improving formative assessment can raise the standard of children's achievement. Separate chapters deal with the central activities in formative assessment: Gathering evidence about children's ideas, skills and attitudes; Interpreting the evidence in terms of the progressive development towards goals; Using it to advance children's learning. Children themselves have a role in assessing their own progress and helping to decide how to take the next steps in their work. Assessment for the different purpose of recording and reporting progress is also considered. The final chapter deals with the evaluation of teaching and whole school provision to promote children's learning through inquiry.

Science Education International, 2001 *Supporting Science, Design and Technology in the Early Years* John Siraj-Blatchford, Iain MacLeod-Brudenell, 1999. This practical text seeks to answer such questions as how young children learn science design and technology and how they can be supported to develop these skills. It gives advice on providing a learning environment and recognising needs.

The Ohio Educational Monthly and the National Teacher, 1885 **Ohio Educational Monthly**, 1885 **Learning to Teach Inquiry Science** Andrew W. Shouse, 2005 **Boletin Internacional de Bibliografia Sobre Educacion**, 1995

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