

Collins

Collins is delighted
that Snap Science is
ASE reviewed



SPECIFICALLY DEVELOPED
FOR THE 2014
CURRICULUM



THE DYNAMIC, COMPREHENSIVE
PROGRAMME
WITH EVERYTHING YOU NEED TO
GET YOUR TEETH INTO
PRIMARY SCIENCE

WRITTEN BY A TEAM OF CURRICULUM EXPERTS

WHAT IS SNAP SCIENCE?

SNAP SCIENCE IS A DYNAMIC, COMPREHENSIVE PROGRAMME, PACKED WITH INSPIRATIONAL RESOURCES, DESIGNED TO HELP YOU DELIVER OUTSTANDING SCIENCE THROUGHOUT YOUR SCHOOL.

CULTIVATE A SPIRIT OF ENQUIRY in your pupils with practical exploration and investigation activities to inspire the whole class

ACCESS CLEAR PROGRESSION with understanding of the "big ideas in science" and working scientifically skills built across modules and year groups

FULL DIGITAL SUPPORT - record attainment and progress with the online Record Keeping Tool on Collins Connect

MAKE CHALLENGING CONCEPTS MEANINGFUL FOR PUPILS with carefully pitched activities and supporting videos and animations

UTILISE SIMPLE SCIENCE SOLUTIONS which support you in delivering engaging lessons and extending your subject knowledge

HELP EVERY CHILD ACHIEVE with three levels of differentiated challenge in every lesson

TRUST SNAP SCIENCE TO SUPPORT YOU - written by a team of curriculum, and science experts led by the Primary Science Quality Mark (PSQM) National Director Jane Turner

"WELL CONSIDERED AND EFFECTIVELY PRESENTED, THESE RESOURCES ARE AN ABSOLUTE MUST FOR THE NEW CURRICULUM"
- TEACH PRIMARY

WHAT DO SCHOOLS THINK OF SNAP SCIENCE?

" I AM DELIGHTED TO ENDORSE SNAP SCIENCE AS AN EXCELLENT, ENQUIRY-BASED APPROACH TO PRIMARY SCIENCE WITHIN THE NEW CURRICULUM. THE INNOVATIVE 'BEYOND LEVELS' ASSESSMENT TOOLS ARE DESIGNED TO ENSURE THAT EVERY CHILD ACCESSES LEARNING IN A MANNER THAT IS MEANINGFUL, ENGAGING AND CHALLENGING."

ALISON PEACOCK, THE WROXHAM SCHOOL

Alison Peacock is headteacher of The Wroxham School, a Teaching School in Hertfordshire. Alison is a national member of the Teaching Schools Council.

She contributed to the NAHT Assessment Commission, is a member of the DfE Expert Group on Assessment and is a trustee of the Chartered Institute of Educational Assessors.

"To support planning and delivering the new science curriculum, we purchased Snap Science. Each lesson starts with an opportunity to explore, before going into fun activities for the children to complete. The teachers in my school are enjoying using the Snap Science planning and delivering the lessons. The resources are well matched to the New Curriculum and each unit ensures progression. The modules within Snap Science also cover a range of enquiry types which is an essential aspect of the New Curriculum. There are assessment opportunities built in which enables teachers to track the progress of the children."

Chris Dorey,
Year 3 Teaching Team Leader



MEET THE BRAINS BEHIND SNAP SCIENCE



SERIES EDITOR: JANE TURNER

Jane Turner has been a primary school teacher, science outreach leader manager, LA consultant, CPD leader, and curriculum developer. Jane co-founded and is currently the Director of the Primary Science Quality Mark award scheme as well as working as Science Curriculum Advisor to the DfE Standards and Testing Agency.

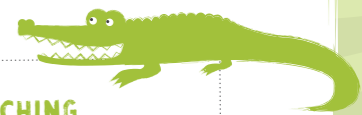
Jane's team of Snap Science authors, Chris Banbury, Nicola Beverley, Naomi Hiscock, Liz Lawrence, Bryony Turford, Hellen Ward, Christine Moorcroft and James de Winter are all highly experienced teachers who now work as consultants, LA advisers and in Initial Teacher Education.


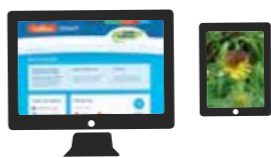
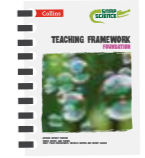
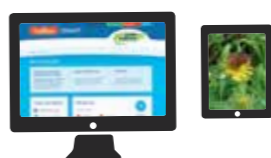

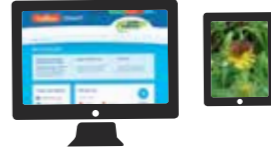

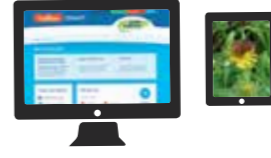
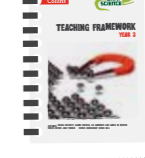
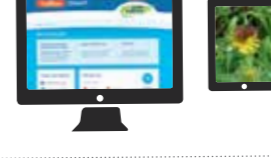

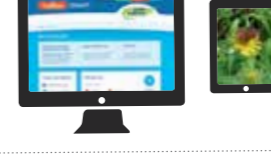

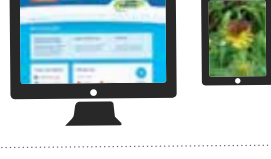



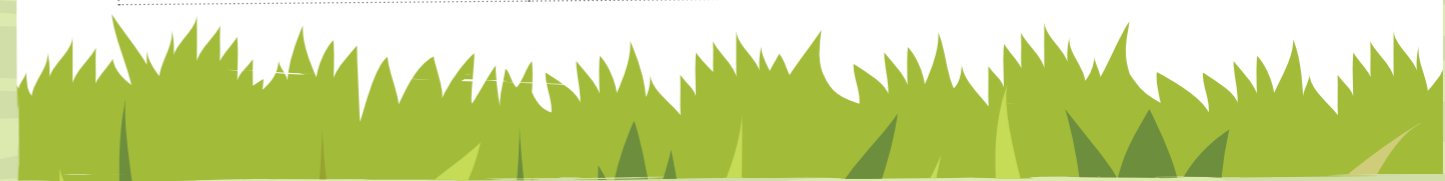
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VISIT WWW.COLLINS.CO.UK/SNAPSCIENCE TO SIGN UP TODAY!

HOW IS SNAP SCIENCE STRUCTURED?



YEAR GROUP/ COMPONENT	TEACHING AND ASSESSMENT TOOLKIT Delivered online via Collins Connect Platform	TEACHING FRAMEWORK Black and white, spiral bound, A4
Foundation 		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		



SNAP SCIENCE FOUNDATION

NEW

Snap Science Foundation provides a solid grounding into the introductory principles of science. It covers the requirements of the 2014 Early Years Foundation Stage, and prepares children for the Year 1 curriculum through first-hand experience of the world around them.

Snap Science Foundation contains 24 flexible activity plans:

BIOLOGY

What do worms do?
Who has stripes?
What is in an egg?
What am I made of?

PHYSICS

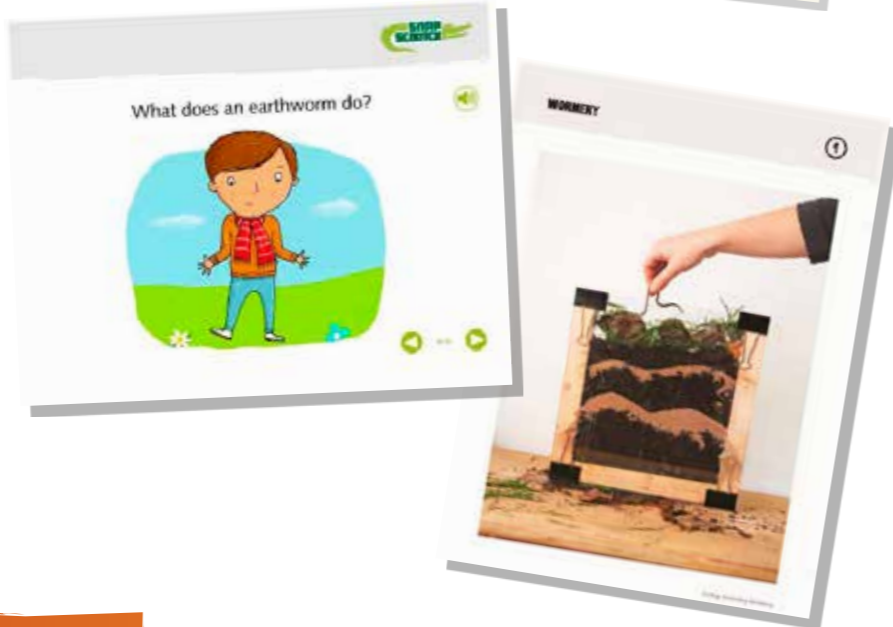
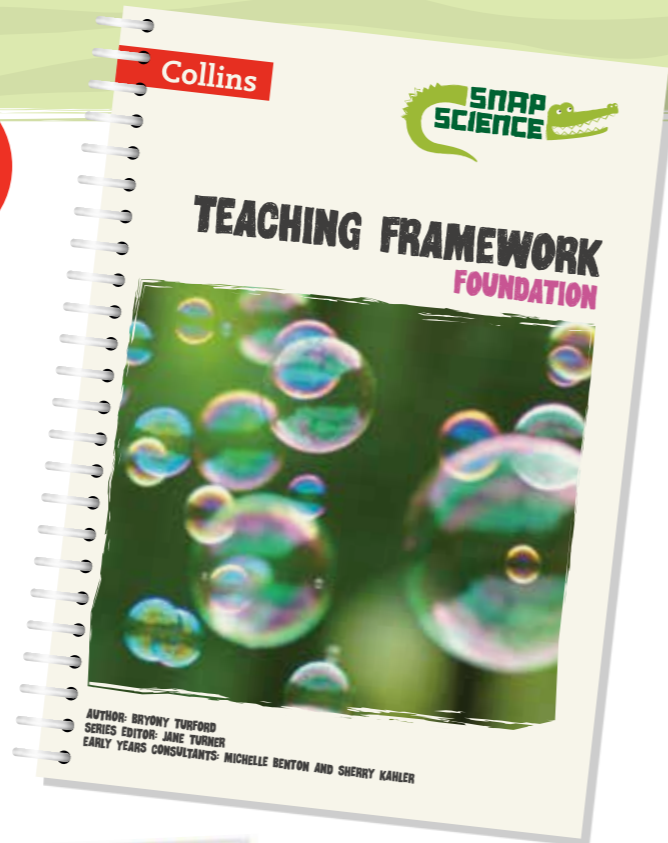
What is night?
What is in the sky?
What is the moon?
What makes it move?

CHEMISTRY

Who made this home?
Who lives here?
Which hat is best? (weather-dependent)
What melts?

OUR CHANGING WORLD

What is happening to the trees? (autumn)
What is happening to the trees? (spring)
What is happening to the trees? (summer)
What's the weather like today? (winter)



Each activity plan is accompanied by a slideshow of a short fictional story based on meaningful science that leads to a problem or question for pupils to answer. Accompanying the activity plans are downloadable resource sheets and photo banks, saving you time and effort.

Each activity plan is available as a downloadable MS Word file making it easily adaptable to your school.

Assessment for learning is embedded throughout the Foundation year, building on the core strength of Snap Science.

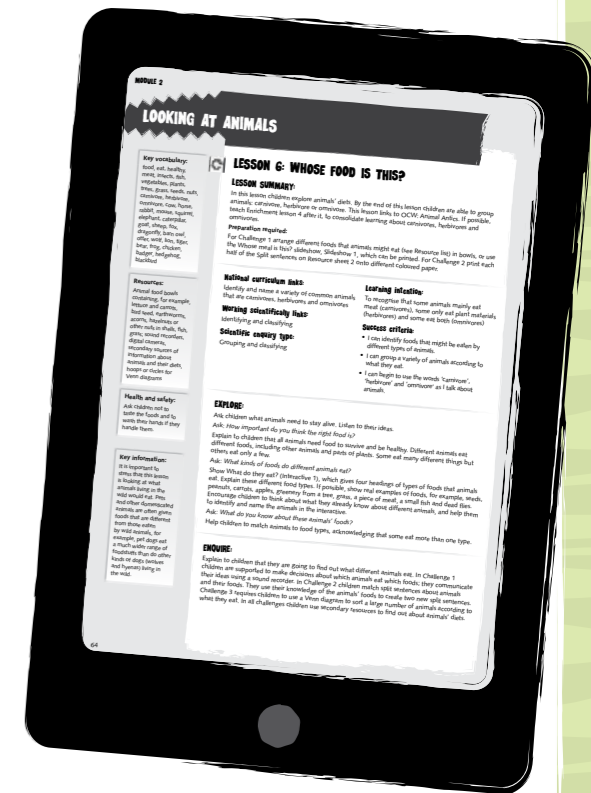
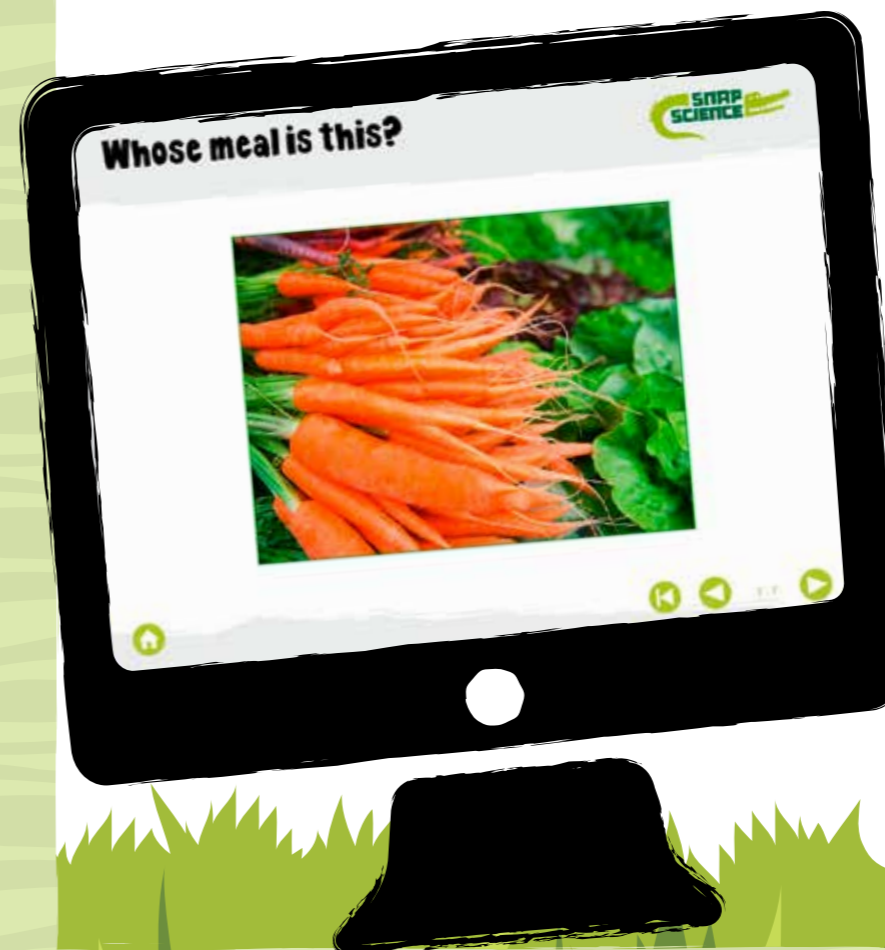
Collins Connect

COLLINS CONNECT - YOUR ONLINE PLATFORM FOR SNAP SCIENCE

Snap Science digital resources are brought to you via the online Collins Connect platform.

Collins Connect provides teachers with tailored animations, videos, slideshows, interactive activities, resource sheets, editable lesson plans and online record-keeping. Simple and easy-to-use, it offers teachers the flexibility to design their own teaching plan to suit the needs of their class.

INTERESTED IN COLLINS CONNECT? SIGN UP TODAY FOR A FREE 14 DAY TRIAL, CONTACT: EDUCATION.SUPPORT@HARPERCOLLINS.CO.UK



EFFECTIVE ASSESSMENT

In a world without levels, Snap Science does all the hard work for you.

Formative assessment is built-in to every lesson. The 'Evidence of Learning' feature helps you to review what children have said, made, written or drawn to check if they have achieved the learning intention.

A simple Record-Keeping system is provided to track progress, providing a rich source of data on a child's scientific development across the primary phase.

Snapshot Assessment tasks are provided for every National Curriculum statement - a short, fun assessment activity to support your summative assessment judgements.



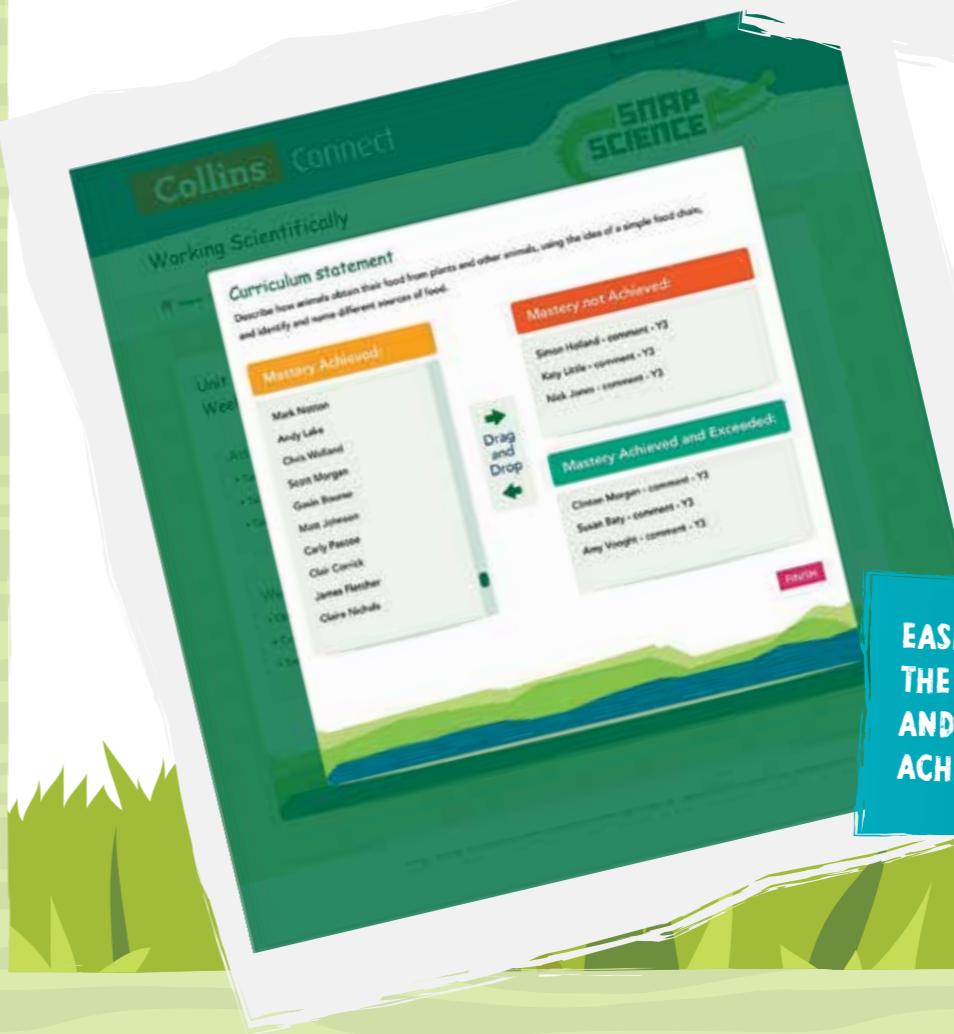
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WWW.COLLINS.CO.UK/SNAPSCIENCE
 TO DOWNLOAD A FREE
 SAMPLE OF A YEAR 2
 SNAPSHOT ASSESSMENT

RECORD-KEEPING FOR SNAP SCIENCE

The Snap Science Record-Keeping tool allows you to select a traffic light for each child for each curriculum statement (green = mastery achieved and exceeded, amber = mastery achieved, and red = mastery not yet achieved).

At any time you can easily view and export the data by pupil, by module or by curriculum statement in grid or pie chart form - ideal to take to parents' evening or to show to Ofsted.

WITHIN THE PROGRESS TRACKER YOU CAN VIEW CLASS RESULTS BY MODULE AND SEE THESE IN CHART FORM



EASILY DRAG-AND-DROP PUPILS INTO THE RELEVANT MASTERY SECTION AND ADD COMMENTS TO THOSE NOT ACHIEVING AND THOSE EXCEEDING

EASY TO IMPLEMENT

With easy-to-use planning at the heart of the resource, Snap Science is easy to implement across your school. Flexible lesson plans allow you to plan effectively for the needs of your class and the supporting digital assets mean you have everything you need for an outstanding science lesson at your fingertips. Each lesson is teeming with enquiry based, hands-on activities incorporating a range of digital resources to ensure every lesson is rich, lively and engaging.

Every lesson begins with a question - providing a focus for children to explore and think about

Prompt questions are included throughout to develop and assess children's understanding

MODULE 2

THE APPRENTICE GARDENER

LESSON 1: WHAT WILL THE SEEDS GROW INTO?

LESSON SUMMARY:
The lesson builds on work from Year 1. In this lesson children use their observations to describe and identify seeds. By the end of this lesson they recognise that different seeds grow into different plants.

Preparation required:
Use the images provided (Slideshow 1) or your own photos to create an identification slide for the selection of seeds that you are using.

Key vocabulary:
seeds, plants, apprentices, gardeners, grow observations, describe, identify, expert

Resources:
Sets of 8-10 seeds (one set between two children), sets of six different bean seeds in seed packets or dried beans for cooking, sticky tags, colouring pencils

Health and safety:
Avoid handling seeds that may have been treated using poisonous pesticides - choose seeds that are untreated (for example, food quality, organic, or harvested or collected by you) for activities where children handle them. Do not use seeds from hazardous plants. See Be Safe!, section 4.

National curriculum link:
Observe and describe how seeds and bulbs grow into mature plants

Working scientifically link:
Observing closely, using simple equipment

Learning intention:
To identify which seeds will grow into which types of plants

Success criteria:

- I can make observations of different types of seeds.
- I can use my observations to describe and identify seeds.
- I can suggest what might help the seeds to grow.
- I can match the seed to the type of plant it will grow into.

Scientific enquiry type:
Grouping and classifying

EXPLORE:
Show children the variety of seeds.
Ask: *What are these? Where do they come from? What are they for?*
Draw on children's prior learning to help establish that the objects are all seeds that come from plants. Explain that although many types of seeds provide food for animals, including humans, their main purpose is to grow into new plants.
Explain to children that in this module they are going to become apprentice gardeners, learning how to grow plants from seeds. Explain that during the module they will need to ask and answer lots of questions in order to find out the information that they need to know. Let them know that at the end of the module they will have enough information in the class gardening book to be able to plant a garden and grow vegetables to eat.
Prompt children's thinking by explaining that, as gardeners, they need to decide what to grow.
Ask: *Will all these seeds grow into the same type of plant? Will all the seeds that look the same grow into the same type of plant? How can we find out what they will grow into?*
Children may suggest planting the seeds or on the internet to find out. Explain to them that they need to know what the seeds will grow into before you plant them.
Let children know that you have a chart that will help them to identify the seeds, but that they first need to make very careful observations. Provide each pair of children with a selection of seeds and magnifiers. Ask them to look closely at the seeds and to discuss what words they can use to describe them. Create a list of the words that children use.
Display the Seed identification slide (Slideshow 1), which you will have modified to include the seed types that you have available. Challenge children to describe a seed in enough detail so that the rest of the class can identify it. Encourage them to refer to the vocabulary list.

ENQUIRE:
Explain to children that they are now going to work individually to describe and to identify seeds. The challenges are differentiated by the detail required in the description.

Challenge 1: Children describe and identify contrasting seeds and to tape them onto a piece of paper folded into four sections. Ask the children to choose four contrasting seeds and to write the words that describe it, and then to use the identification sheet (a printed out copy of slide 1 of Slideshow 1) to name it.
When the children have finished, ask them to check their work by reading it to a partner, who tries to pick out the correct seeds from the descriptions. As the children are working encourage them to refer to the vocabulary list.
Ask: *How is this seed different from the others? What features will help you to identify it?*

Challenge 2: Children describe, draw and identify seeds.
Ask the children to choose four seeds and to fold their paper into four sections. Explain that in each section they should write a description of one of their seeds, leaving enough space for a drawing. On the back of the paper, in the same section, they should write the name of the seed.
When the children have finished their descriptions, provide them with coloured pencils and ask them to swap sheets with a partner who uses the description to draw the seed. When they have finished their drawings they should look at the seed names on the back of the sheet and check how well the description and the drawing match the actual seed.
Ask: *What features are particular to this seed? What information will your partner need to be able to draw it accurately? Does the drawing match the description? Could you use this description to choose the right seed? Could you use this drawing to choose the right seed?*

Challenge 3: Children create a seed identification sheet.
Provide the children with six different types of bean seeds in seed packets or in labeled bags. Ask the children to fold a piece of paper into six sections and in each section to write the name of the type of bean and to describe it.
When they have finished the descriptions, encourage the children to check their work by reading each description to a partner who tries to identify the correct seed.
As the children are working, prompt them to think about the differences and similarities between the seeds.
Ask: *What ways are these seeds different? How might these seeds be confused with each other?*

REFLECT AND REVIEW:
Explain to children that during the next few weeks they will be planting some of the seeds that they have identified. Ask each child to draw and label a picture to show what they think a seed needs for it to start growing. Information from this task will help you to decide which investigations need to be carried out later in the module.
After the lesson, make a floor book and add to the first page examples of seed identification and what a seed needs to grow.

EVIDENCE OF LEARNING:
Do children know that seeds come from plants and that they will grow into new plants? Do they recognise that different types of seeds grow into different plants and that the same type of seed will produce the same plant? Can they make close observations using magnifiers? Can they describe what they observe? Can children match descriptions to the seeds? Can they write descriptions that enable others to draw or identify the seeds? Do they know what seeds need in order to start to grow?

Each lesson links directly to the Programme of Study and the Working Scientifically criteria

Each lesson contains three levels of differentiated challenge to ensure all children can access and master the lesson's learning intention

SNAP SCIENCE ONLINE TOOLKIT

Snap Science is teeming with enquiry based, hands-on activities as well as videos, images and animations bringing every lesson to life!



EFFECTIVE SUPPORT

With a wide range of interactive and visual digital resources, a flexible Teaching Framework, and built-in formative assessment, Snap Science will support you in delivering dynamic and exciting science lessons throughout your school.



INTERESTED IN SEEING MORE OF SNAP SCIENCE?

Evaluation copies of Snap Science Teaching Frameworks are available and are a great way to see how Snap Science will work in your school. Free sample material is also available to download for the new Foundation resources. Visit www.collins.co.uk/snapscience to access.

To view sample digital resources please go to: connect.collins.co.uk/primary-teaching-resources

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