

# Super Science...



FULWELL INFANT SCHOOL ACADEMY



Science week in school

Monday 9<sup>th</sup> March 2026



As we continue to build on the opportunities offered to the children in science, in school, science week was a great success.

With a theme of 'Curiosity' the children were excited to engage in a school theme of bubbles. The work they were doing was progressive and by Year 2 the children were beginning to make sensible predictions and offer reasons why. They encountered fair tests and different ways of recording their discoveries. Throughout the week visitors came in to school and shared their professional expertise with classes. We thank them all for their significant contributions.

Ada's Mum, a physiotherapist came to Year 1 classes. Zac's Mam who is a dental nurse taught Year 2 classes all about tooth paste and mouth wash and ways to protect your teeth.

Grace and Clara's Mum brought the Vet Van and talked to classes about how she helps animals.

Matilda's Mum, also a physiotherapist visited Reception classes. Pawz for Thought came to Nursery and talked about egg hatching and Dr Renwick raised curiosity in music. Monkwearmouth offered Year 2 classes a science experiment of separating mixture of paper clips, salt and sand. It was SO exciting we didn't want it to end!



Mrs Berry was throwing toast with butter on it! What a mess...it landed butter side down.

Freddie- we tasted carrots. We predicted. The wonky carrot was sweeter...

Orla -We had an explosion. We poured fairy liquid into a beaker and added baking soda. It exploded just like a volcano. It is the chemicals reacting. Science is REALLY, REALLY good.

## Pupil Voices!

What did we think?

We thought Science week was INCREDIBLE!

Lincoln, Orla, Freddie, Lucian, Cecily and Abigail.

Special points of interest:

- Big Science workshops
- Experiments enthrall
- Monkwearmouth Magic
- Musical investigations



1	Over view and pupil voice
2	Bubbles Bonanza Early Years
3	Bubble Investigations KS1
4	Nursery Neurons
5	Reception Rockets
6	BIG SCIENCE
7, 8	Year 1 yonder
9, 10	Year 2 at Monkwearmouth
11, 12	Dr Renwick Musical Science

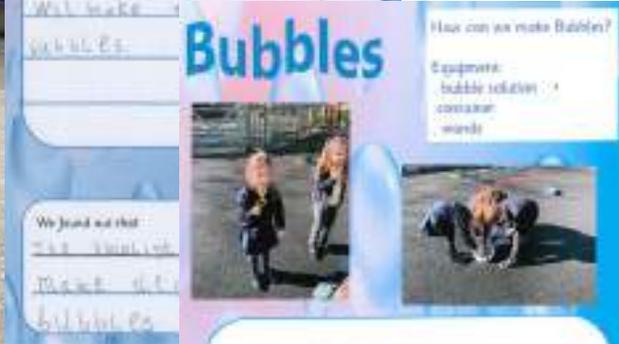
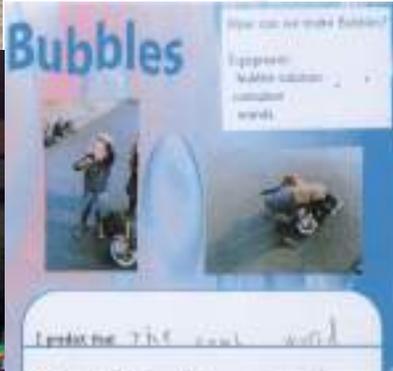
# Budding Scientists... Bubbles

Throughout school and nursery we all investigated bubbles in different ways.

## Nursery



Reception children investigated how to make bubbles. They learnt about a prediction as a 'good guess'

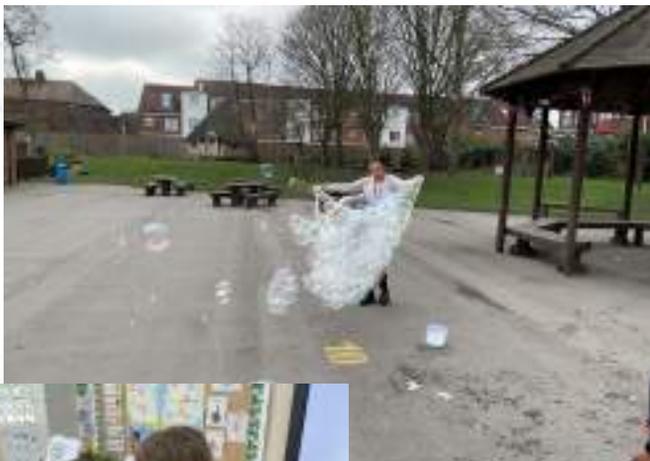


Nursery children  
Loved blowing into bubble wands  
to create bubbles and loved  
chasing them around outdoors.

I predict that the big wand  
would make the  
biggest bubble

We found out that  
the big wand made  
the biggest bubbles





# Bubble Bonanza

Which bubble solution makes the strongest bubble?

### Prediction

I think Shampoo will make the strongest bubble because When you go in the shower it makes bubbles

### Fair Test

To make the test fair we will

- Same bubble wand
- Same size thing bubble
- Same place
- Same method

### Diagram



### Variables

Age of child \_\_\_\_\_  
Location \_\_\_\_\_

### Equipment

- Shampoo
- Dish Soap
- Dish
- Measuring spoon

### Results

Bubble solution	Time lasted (seconds)	What did you notice?
Bubble solution	5.91	clear
Bubble solution sugar	11.02	very clear
Shampoo	0	no bubble
Washing liquid	0	no bubble

### Conclusion

The shampoo makes the strongest bubble. The shampoo is the best one to use for the strongest bubbles

## Year 1

Children discovered about the shape of bubbles when they left the wand. Are they always circular? They predicted their thoughts and asked lots of questions.

Does the shape of the bubble wand change the shape of the bubble?

Equipment:  
- Dish Soap  
- Water  
- Dish  
- Measuring spoon  
- Bubble wand

I am going to make different sized bubbles. I will use a measuring spoon to make the bubbles.

Prediction:  
I think the bubbles will be a circle.

I think the bubbles will be a circle.

I think the bubbles will be a circle.

Does the shape of the bubble wand change the shape of the bubble?

I am going to make different sized bubbles. I will use a measuring spoon to make the bubbles.

Prediction:  
I think the bubbles will be a circle.

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I think the bubbles will be a circle.



Curiosity: What's your question?

I found out that the bubbles were round. I thought they would be square but they were round. I was happy to be wrong.

Who is the best? My cat is the best.

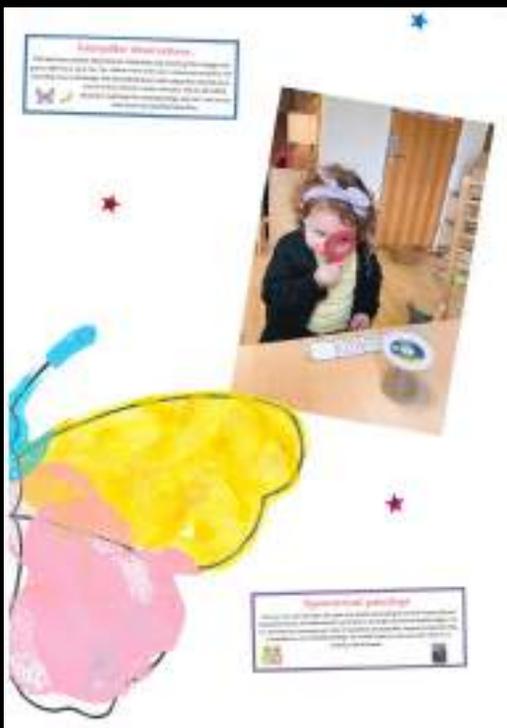
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## NURSERY

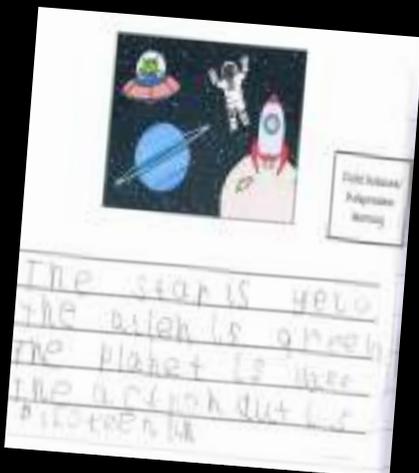
The children enjoyed a range of science experiences throughout the week. As seen in the photos they experimented with skittles, asked and responded to questions about what do plants need to grow and thought about life cycles -caterpillars and butterflies can be seen here. Then there was Pawz for Thought.



# Reception Rockets



Reception children learnt to predict -sometimes right sometimes wrong but enjoyed the process and finding out what happened. They were supported in writing a 'method' and recording the 'results'. In class 9 this was rocket launches.



Coprolite	Plants	Moss	Beck	Dinosaur
1			✓	Omnivore
2		✓		Carnivore
3		✓		Carnivore
4	✓			Herbivore
5	✓			Herbivore

Within their dinosaur theme they investigated coprolites to discover if dinosaurs were herbivores, omnivores or carnivores.



# Big Science

## Reception Big Science

Neil from Big Science emphasised the safety aspects of experiments and we had to follow every instruction step by step. He was very impressed as we listened attentively. We wore goggles throughout.



## Year 1 Big Science

In Year 1 Neil encouraged us to predict. We used bicarbonate of soda in a cup and poured vinegar on top. It immediately fizzed as an acid and an alkali mixed. He talked to us about the carbon dioxide being released. We had to measure the liquid in the beaker.

# Big Science





# YEAR 1



Colour mixing fizz tray.  
We spread bicarb of soda into a tray, added drops of food colouring and vinegar and watched it fizz. We used the colours to create patterns on plates



Clara and Grace's Mam is a veterinary Nurse. She brought the Vet Van and explained to us the work she does for poorly pets. We even tried the stethoscope out.



Ada's Mum is a physiotherapist and brought lots of equipment for us to try.

# Year 2 Science at Monkwearmouth



Monkwearmouth hosted practical science for our Year 2 children who learnt how to separate a mixture of salt, sand and staples.



## Scientists at work

The children were supported by pupil mentors one of whom was a former pupil. They discovered that magnets would extract the staples leaving the salt and sand behind. They discovered that by adding water, the salt would dissolve. They were then given filter paper in a beaker and watched as the sand remained. A Bunsen burner heated the liquid and the water evaporated leaving the salt.



13<sup>th</sup> March 2021

**Learning Objective**  
What makes the best hankie when you have a cold?

**Problem**  
To think the cotton, paper and paper the best hankie hankie will be the strongest and most absorbent

**Method**  
1. Cut up 4 hankies put each material into the tray  
2. Drop coloured water into it only a puddle  
3. Observe the differences and decide with materials such as

**Results**  
The best result amount of liquid on each material

Material	Water	Absorbent	Strong	Soft	Green	Initial
1. Cotton	✓	✗	✗	✗	✗	✓

**Conclusion**  
We found out that the paper and tissue was the most absorbent and the strongest material when we had the best hankie




**Learning Objective**  
What makes the best hankie when you have a cold?

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Y  
E  
A  
R  
  
2

hypothesising



researching



27<sup>th</sup> March 2021

**Learning Objective**  
Why is it important to wash our hands?

**Problem**  
I predicted that washed soap in my paper the paper will come off  
I predicted that with soap in my paper the paper will stay on

**Method**  
1. Soak a piece of paper in water until it is wet  
2. Sprinkle some paper into your plastic basin or tub  
3. Dip the paper into the water/Water depend  
4. Dip the paper into the water/Water depend  
5. Dip the paper into the water/Water depend  
6. Dip the paper into the water/Water depend  
7. Dip the paper into the water/Water depend

**Results**  
The paper that was in the water first did not have a paper on it. The paper that was in the water second had a paper on it. The paper that was in the water third had a paper on it. The paper that was in the water fourth had a paper on it. The paper that was in the water fifth had a paper on it. The paper that was in the water sixth had a paper on it. The paper that was in the water seventh had a paper on it.

**BRITISH SCIENCE WEEK**

**WHAT MAKES THE BEST HANKIE WHEN YOU HAVE A COLD?**



observing

questioning

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interpreting

# Music and Science

Dr Renwick made all our music lessons about science. How do instruments make sounds? Does sound travel? How do you make high sounds?



RECEPTION



YEAR 1

DIY instruments, including elastic bands helped us develop our understanding of vibration in music.



We made some sound cones. They amplify sound.





## Year 2

had a fantastic time exploring the science of sound with Dr Renwick. The children investigated a range of musical instruments, discovering how sounds are made through vibrations and how pitch and volume can change depending on how an instrument is played. They listened carefully, compared different sounds and even tested their own ideas, showing great curiosity and enthusiasm. It was wonderful to see the children making links between science and music while developing their understanding through hands-on exploration.

