

Primary Science Guidelines

Scholastic Year 2021-2022

1. The investigation process - Year 1 to Year 6.

Focus remains on providing opportunities for students to engage and investigate. Investigations should focus on use of everyday resources for children to continue exploring beyond the classroom environment.

All or some of the following steps may feature in such investigations:

- Explore the environment around them and observe the results of their explorations;
- Use their senses to make observations about the environment around them and generate questions;
- Form a prediction from initial observations;
- Gather, compare, sort, classify, order, interpret, describe observable characteristics and properties, notice patterns and draw conclusions;
- Use a variety of simple tools and science resources to investigate e.g. materials/substances found around the household, plastic magnifying glass, pipettes, plastic syringes, plastic mirrors, magnets, torches, wires/foil, batteries, light bulbs, gardening equipment etc.;
- Use a variety of non-standard and standard units to measure and record observations e.g. streamers, blocks, paper clips, measuring ruler or measuring tape, stop watch, photos, smileys faces, colouring/shading, verbal communication, block graphs, data in tables etc.;
- Work individually and in groups (if feasible), share and discuss ideas and listen to other ideas;
- Make connections to everyday life situations.

2. Time allotment to teaching Science in the Primary.

Year Group	Student's entitlement per week
*Year 1	<u>minimum</u> of 1 lesson
*Year 2	
Year 3	2½ hours (approximately 3 lessons)
Year 4	
Year 5	<u>minimum</u> of 1 lesson
Year 6	<u>minimum</u> of 1 lesson

*Reference is made to [Letter Circular DLAP 433](#) – Teaching of Science in Primary Years 1 and 2.

Cross-curricular integration is highly encouraged, particularly during the planning stage, for efficiency and effective teaching and learning.

Example 1: Factual information on the topic Plants can be covered during a language comprehension lesson. The information acquired from the comprehension text may then be referred to during a Science investigation on plants.

Example 2: Data gathered during a Science investigation on the topic Forces may be referred to or used during a Mathematics lesson on bar graphs.




3. Guidelines for primary teachers (scholastic year 2020-2021)

Year 1 and Year 2

No amendments to the Primary Science syllabus for Year 1 and Year 2 are necessary. Focus remains on providing learning opportunities for students to explore and investigate through a cross-curricular and multi-disciplinary approach.

Year 3




Teachers of Year 3 are kindly asked to refer to the document [Year 3 Learning Outcomes Guidelines](#). Reference to each learning outcome is highlighted as in the key below:

	= Learning Outcomes to be covered on a first priority basis.
	= Learning Outcomes to be covered on a second priority basis.
	= Learning Outcomes to be covered on a third priority basis.

In this context, references to learning outcomes highlighted in blue and red should be covered by the end of the scholastic year. References to learning outcomes highlighted in green should be covered by the end of the scholastic year, unless circumstances indicate otherwise.

Year 4

Teachers of Year 4 are kindly asked to refer to the document [Year 4 Learning Outcomes Guidelines](#). Reference to each learning outcome is highlighted as in the key below:

	= Learning Outcomes to be covered on a first priority basis.
	= Learning Outcomes to be covered on a second priority basis.
	= Learning Outcomes to be covered on a third priority basis.

In this context, references to learning outcomes highlighted in blue and red should be covered by the end of the scholastic year. References to learning outcomes highlighted in green should be covered by the end of the scholastic year, unless circumstances indicate otherwise.

Teachers of Year 4 are kindly asked to refer to [Letter Circular DLAP 204](#) - Primary Science Learning Outcomes List for Year 4 - 2019-2020. The list indicates the topics that will be covered by the class and Science Peripatetic teachers respectively during scholastic year 2020-2021.

Year 5 and Year 6

No amendments to the Primary Science syllabus for Year 5 and Year 6 are necessary. Focus remains on providing learning opportunities for students to explore and investigate through a cross-curricular and multi-disciplinary approach.

Teachers of Year 5 and Year 6 are kindly asked to refer to [Letter Circular DLAP 083/2017](#) - Primary Science List of Topics 2017-2018 – Years 4, 5 and 6. The list indicates the themes that will be covered by the class and Science Peripatetic teachers respectively during scholastic year 2020-2021.

4. Additional Primary Science Resources on Teleskola.mt

Below are three different initiatives which were developed by the Primary Science Team within the Science Centre (DLAP) during the school closure period. These resources are available on DLAP website [Teleskola.mt](#). Educators are encouraged to make use of such resources.

a) [Xjentifikwiżż](#) is a science related quiz exploring different themes from the Primary Science learning outcomes for Year 3 and Year 4 and the Primary Science syllabus for Year 5 and Year 6. The quiz is launched through the application Quizizz and can be used as a pre-assessment or post-assessment tool.

b) [ĊEKĊIK - Science anywhere, using anything!](#) The aim of this initiative is to encourage students and their caregivers to explore, investigate and do Science at home using basic resources which can be easily found in the household, hence the name ĊEKĊIK. The nature of the science activities also promotes 21st century life skills as well as cross-curricular links with other subject areas. Teachers are highly encouraged to refer to and make use of such activities during teaching of Science.

c) [Xjenza ma' Xandru](#) – is a series of science clips showing simple yet engaging experiments which can be carried out at home using resources found around the house. These science clips outline various aspects of the investigation process such as formulating a research question, making a prediction, conducting the investigation, making observations, gathering data and representing results, drawing conclusions and applying scientific concepts to everyday life situations. Such science clips may be referred to during science lessons and opportunities for further investigation may also be provided.

Note: All documentation/resources mentioned in this document are hyperlinked to facilitate access.