

This document provides SEERIH primary teachers with an overview of the recent network activity and discussions. It is not seen as a replacement for the face-to-face session, but a support for those who wish to review the learning that took place.

For more information about Network meetings, dates and locations please email fascinate@manchester.ac.uk or visit <https://www.seerih.manchester.ac.uk/connect/events/>

Theme: Developing Science Capital

Step by step learning

- What do you understand by the term ‘Science Capital’? When and where have you heard it? Here are some ideas suggested by attendees – which of these do you agree or disagree with?
 - Science Capital is science in different contexts, not just the classroom
 - Science Capital is a deeper understanding of science
 - Science Capital is teaching children that anyone can be a scientist.
- Learn more about Science Capital by watching the [Science Capital Teaching Approach Animation](#) from UCL
- When considering how to develop Science Capital in your class you need to consider how your teaching can be ‘tweaked’ to address one of the 3 pillars or the Foundation:
 - Foundation: Broadening what counts
 - Pillar one: Personalising and localising
 - Pillar two: Eliciting, valuing and linking
 - Pillar three: Building the Science Capital dimensions
- For more insight, download the [Science Capital Teaching Approach](#) guide that describes and gives examples of how to embrace this.
- What resources are available to directly support you embedding a Science Capital approach across your school? Select two of the following examples and make a few notes to identify how these can align with the 4 pillars. If you have other resources you think you can link that’s fine too!

Resource	Foundation	Pillar 1	Pillar 2	Pillar 3

- [SEERIH Science 4 Families](#)
 - [Teaching Primary Science Outdoors](#)
 - [Smart Pickings](#)
 - [Farmer Time](#)
 - [Great Science Share for Schools](#)
 - [NFU’s Stemterprise](#)
 - [Polar Explorer Cookbook](#)
 - [STEM VIPs](#)
 - [100 ideas for Primary Science](#)
- How can you communicate this learning in a staff meeting? Design 3 slides to share with colleagues in school – this could be a ppt. or you may choose to create a short video for teachers to access at their convenience. Perhaps consider...
 - The What and Why of Science Capital
 - Strategies to develop Science Capital at EYFS, KS1 and KS2
 - Resources, ideas and events to support pupils’ Science Capital

Gap task for next meeting:

Take one of your own lesson plans or unit plans and annotate it to take account of the Science Capital pillars. Reflect on the key actions that you will take forward and be ready to share at the next network meeting.

Upload evidence of your Gap Task to the [SEERIH Regional Networks Uploader](#) by Monday 1st November 2021. This will ensure that your work is counted towards your accreditation for engagement in the network for 2021-2022.

KEEP IN TOUCH

- Have a look at these [SEERIH resources and ideas](#)
- Visit the SEERIH [website](#) for updates
- Contact us at Fascinate@manchester.ac.uk