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Nota di contenuto	Cover page; Halftitle page; Title page; Copyright page; Praise for this book; Contents; List of figures and tables; Notes on contributors; The editors; The authors; Acknowledgements; Preface; 1 Is science important in the early years? Lois Kelly; Introduction; What is science?; Science in the early years; How young children construct meaning; Nurturing children's curiosity; Exploring good practice; References; 2 Developing budding scientists Kathleen Orlandi; Encouragement to explore and investigate; Uninterrupted thinking time; Access to the world beyond the classroom Provision for untidinessConclusion; References; 3 The role of talk in developing scientific language in the early years; Introduction; How does the teacher help the child develop more precise language?; How does the teacher support a child to refine their understanding of scientific concepts?; How does the teacher ascertain the developing scientific understanding of young children in order to plan for next steps or potential lines of development?; How can the teacher encourage the children to record their own ideas in a meaningful way?; Case study: Humpty Dumpty and his wall How can recounts develop scientific language?The plan-do-review of High/Scope; The use of stories and storytelling, including traditional

and classic stories; The use of puppets in promoting exploratory talk; References; Resources; 4 Starting points to inspire science in the early years; Creating the right environment; Case study; Starting points in every day science; The power of stories; Conclusion; References; 5 How can continuous provision inspire early years science?; Introduction; What is continuous provision?; Continuous provision supporting science learning

Why is play so important in learning science? What does continuous provision for science learning look like?; Using areas of continuous provision to enhance early years science; Opportune moments; What is the role of the teacher/adult in enhancing science in continuous provision?; Meaningful conversations that support sustained shared thinking; How do the questions you ask help children with their sustained shared thinking?; Conclusion; References; 6 Inspiring early years science through role play; Introduction; What does role play offer?; The role of the adult in promoting scientific learning Conclusion; References; 7 Exploring toys and other resources to inspire science in the early years; Introduction; The purpose of resources; Using toys and other resources effectively; Toys for understanding the world; Something to think about; Messing about in science with balls; Messing about with mud; Messing about with magnets; Conclusion; References; 8 Using technology to inspire science in early years; Introduction; Technological innovation and expectations with young children; Using technology to enhance early science skills; Taking the innovative leap: ensuring optimum use of technology to enhance early years science

Sommario/riassunto

Explores the science inherent in good early years practice and provides ideas for early years teachers and practitioners.
