

# REVIEWS

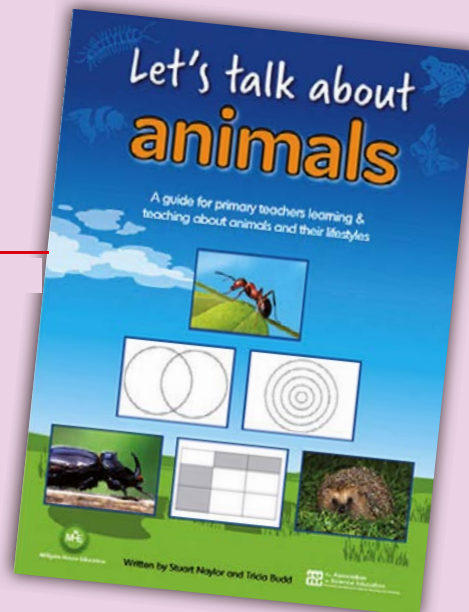
## Let's talk about animals: a guide for primary teachers learning and teaching about animals and their lifestyles

Stuart Naylor and Tricia Budd  
Hatfield: Millgate House, 2019  
103 pp. £10.00  
ISBN 978 0 86357 462 7

*Includes 24 enquiry-based activities and photocopyable resources to support children's learning*

*Let's talk about animals* is a teaching resource designed to support children's learning about animals through enquiry-based activities that build upon their existing ideas. Those who are familiar with the Active Assessment project will recognise many strategies throughout the book, such as the use of graphic organisers and card-sorting activities to promote group discussion and debate so that children are encouraged to justify and challenge their own thinking. The book contains 24 activities, which are divided into four sections, *Introducing the activity*, *What to do*, *More ideas* and *Points to Note*. Relevant photocopyable resources are included and these are also available to download, making them easy to adapt according to the needs and interests of the class. The *More ideas* section is particularly useful at signposting other ways to extend children's thinking.

The range of activities throughout the book help to provide a clear focus for scaffolding children's independent research about animals based upon their existing ideas and interests. This ensures that pupils' research is meaningful rather than a simple regurgitation of facts. However, teachers will still need to



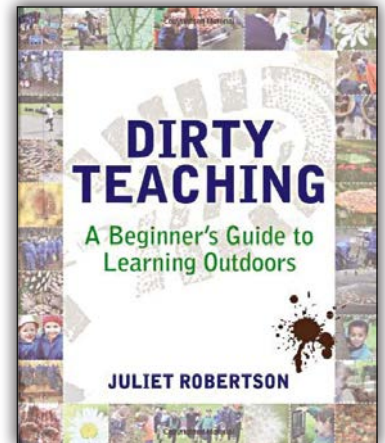
investigate and provide suitable materials and websites for the children to carry out their research and, while suggested photographs and templates are included, teachers may prefer to produce their own adapted and more stimulating versions of them.

When investigating different habitats in the *Where does it live?* topic, children are encouraged to sort photographs into three groups to indicate where animals of their choice would normally live, could live or would not live and this encourages them to consider each animal's individual requirements and how some can be more adaptable than others. The *Odd one out* and *Sink or save* activities provide a good context for children to investigate the specific features, lifestyles and ecosystems of different animals in order to justify and debate decisions they make about them.

*Let's talk about animals* would appeal to primary teachers looking for some fresh ideas to support teaching and learning about animals and their lifestyles.

**Kerry-Anne Barber**

Science Lecturer Primary PGCE, Bath Spa University



book (and very clearly referenced at the back). Any potential safety aspects of activities to be aware of are clearly addressed, as is equipment needed (if any) and the learning benefits, not just for the children involved. There are handy tips, based on the learning outcomes and also possible barriers to outdoor learning that teachers may come across in their schools – both human and environmental!

Overall, there is a well-earned place for this book in every school as it has something to offer everyone. It will consolidate, challenge and help cement activities that already take place in school, while inspiring even the most cautious staff to take the plunge and immerse themselves and their pupils in a whole new world ready to be experienced.

For schools completing PSQM this book would help the whole staff embrace and facilitate quality outdoor learning in all year groups, in addition to providing clear ideas for developing the outdoor areas of any school.

**Janet Morris**

Science Leader, Hollyfield Primary, Sutton Coldfield

## Dirty teaching: a beginner's guide to learning outdoors

Juliet Robertson  
Carmarthen: Independent Thinking Press, 2014  
218 pp. £18.99  
ISBN 978 1 78135 107 9

*A valuable toolkit for every*

## primary teacher that will support quality outdoor learning

*Dirty teaching* is an inspiring, reflective and easy-to-use 'toolkit' of information and practical ideas. It is not just for the beginner aiming to start outdoor learning, as the title may suggest. Far from it: this is a collection of brilliantly thought out, tried-and-tested activities and ideas,

all delivered outdoors. They will inspire and support even the most experienced teachers in their continued mission to embrace all that the outdoor classroom has to offer.

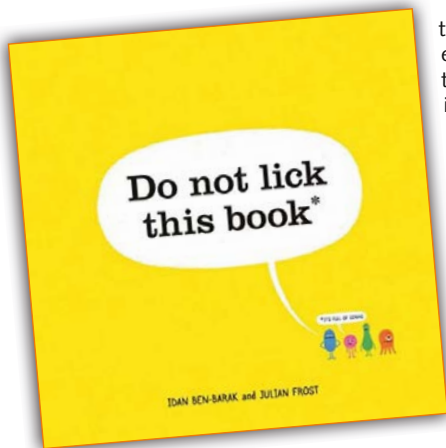
The content is set out in clearly defined chapters and, after reading the initial one, it is too tempting not to carry on reading or dipping in and out of the hundreds of questions to ask and ideas for activities included in this

## Do not lick this book

Idan Ben-Barak and Julian Frost  
Photography by Linnea Rundgren  
Sydney, Australia: Allen & Unwin, 2017  
32 pp. £10.99  
ISBN 978 1 7606 3001 0

## A fun introduction to microbes for ages 5–8

*Do not lick this book* is a fun tale that follows Min the microbe on



that could be introduced in early key stage 1 and used all the way up to key stage 2 both in science and PSHE.

**Emily Stone**

*BEd student, University of Hertfordshire*

**SPACE: Adventures in STEAM**

Richard Spilsbury  
London: Wayland, 2017  
48 pp. £13.99  
ISBN 978 1 5263 0479 7

*Information book for 9–11s with a wealth of up-to-date, relevant information on the mathematical and engineering feats in space*

On first glance, this book might look as though it would be more at home on a library shelf of books published more than 15 years ago but this is not the case! First impressions can be wrong and what this book lacks in visual appeal it makes up for with up-to-date and relevant information about all things 'space', with strong links to the maths, science, engineering and technology aspects of STEAM.

The book stands apart from others in terms of the specific

and wide range of information it contains, such as details of shapes and structures of International Space Station modules, satellites and space tourism. It can be dipped into according to interest from the contents page and for any teacher or space enthusiast would certainly be a primary source to go to for information and a must for reference.

The colour scheme used in the



book is quite unusual for a non-fiction text. Apart from the contrasting colours used throughout the pages, some of the text would have been clearer if set out differently: for example, paragraphs of small-size text on a fluorescent pink background are not as easy to read or skim as those on the yellow,

blue or green backgrounds.

The glossary contains fantastic tier 2 and tier 3 vocabulary that will enhance the readers' technical vocabulary and enable teachers to deliver a science- or topic-themed unit of work to a high level.

In conclusion, although a seemingly thin information textbook, with not the best modern eye-catching front cover, this book certainly includes a wealth of information that is up to date, relevant and presents head on some of the mathematical and engineering feats that are the backbone of all things space!

**Janet Morris**

*Science Leader, Hollyfield Primary, Sutton Coldfield*

her adventure around a human body. Along her way, she meets friends Rae, Dennis and Jake. All the microbes are well illustrated to represent their microbial forms as seen under a microscope. Throughout the book, microscope photographs are used to give contextual references to engage a young audience. The text is presented in a clear concise way with accessible language and central to the page or in speech bubbles. The tale is told in a way that encourages interaction with the reader and could easily be adapted for creative use in a classroom.

This is a fabulous little book

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You too can become a reviewer. Contact [janehanrott@ase.org.uk](mailto:janehanrott@ase.org.uk) if you are interested.



Year 1 - Animals inc. humans



Year 3 - Rocks



Year 5 - Earth and space



Year 2 - Everyday Materials



Year 4 - States of matter



Year 6 - Living things & habitats

**Supporting Assessment in Primary Science**

Each collection of work shows one example of how a pupil has met National Curriculum (England) statements for a particular area.

From the Pan London Assessment Network Team (PLAN)

[www.ase.org.uk/plan](http://www.ase.org.uk/plan)