

Focus on...

Science and mathematics

Hi and welcome to *Primary Science* issue 183. The theme for this issue is 'science and mathematics' and I am once again happy to report that we have been inundated with a number of really interesting themed and non-themed articles for inclusion in our journal. We have genuinely been humbled by your response to our call for you to 'write for us', so please keep your ideas and articles coming in!

With our main theme in mind, we launch straight into a piece by Andrea Doherty and John McCullagh that takes us on a whistle-stop tour of the benefits of interdisciplinary science and mathematics teaching all the way from foundation to key stage 2. This advice is accompanied by lots of sound ideas as well as resource links and is a great way to start the issue. Inquiry-based learning in science and mathematics is also the prevalent theme of our next article by Jenny Hayward and our newest Editorial Board member, Andy Markwick. The authors here drill down into how mathematical knowledge can be used to support learning of forces in greater depth and again offers useful insight and practical advice for the classroom. Chris Bear and our own Verity Jones then journey into how mathematics in the form of familiar (and some less familiar) descriptive statistics can be used as a springboard for children to investigate and think critically about food production in the UK. Our themed articles are rounded off by Dr Kelly Dockerty, who writes at the intersection of a personal and professional viewpoint about the sequencing of mathematics and science teaching in the contemporary primary classroom, with one eye firmly placed on what this could mean for the future of curriculum development.

With a virtual mailbag full to capacity, it was clear that subject leadership in science was at the forefront of the thinking of those writing into us here at *Primary Science* over the past few months. One of our newest contributors, Eleanor Bustard, has supplied us with a refreshing look at how to build a science network and offers plenty of honest insight into the trials and triumphs of doing so, not to mention the fortifying properties of a good old-fashioned cup of tea! In a similar vein, Rachel Linfield and Caroline Hudson supply us with the thoughts and questions of initial teacher education students on what is involved in being a science subject lead as they question someone already in the role. Many of the students in question will now have their own classes and it is great to think that they may be reading about their concerns as they set out on their new role as practitioners on their journey to becoming a subject lead. Following on from this, Carol Davenport and Annie Padwick report on their survey of career-related learning across primary schools in England, and offer advice to practitioners on how science career development might be embedded into teaching in classrooms.

As the sunshine makes its last foray into our lives this September, this issue ends with some unmitigated science fun! Our last article, by Amy Hodgson, encourages participatory singing and dancing – and even supplies resource links to help you do this – all with the serious intention of supporting education for sustainable development. So, whatever your musical taste, I hope that you and your class maybe take some time to waddle too!

I hope that you enjoy issue 183!

Robert Collins

From autumn 2024, *Primary Science* will be moving to a termly publication schedule instead of quarterly. This change means you can expect the next edition to arrive on your doorstep or be uploaded to the website (depending on your chosen medium) in January 2025 (editions will be September, January and May). While the frequency will change, our commitment to providing high-quality content to support your science teaching remains stronger than ever. From autumn, members will have the option to choose between receiving *Primary Science* (PS) or *School Science Review* (SSR) as part of their membership subscription. Full details will be on the website news section. Thank you for your continued support!