


|   |   | Subject: Science   |  |  | Year Group: 3  |   |
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|    | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|   | Rocks and Soils   | Animals, incl. humans  | Light  | Plants   | Plants   | Forces and Magnets  |
| <p><b>NC Objectives Covered</b><br/>(Taken directly from the National Curriculum)</p> <p><b>Red= substantive knowledge</b></p> <p><b>Blue= disciplinary knowledge</b></p> | <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things, and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants</li> </ul>  | <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>   | <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>  |
| <p><b>Working Scientifically-disciplinary</b><br/>(Taken from the PLAN materials/NC)</p>  | <ul style="list-style-type: none"> <li>Setting up simple practical enquiries, comparative and fair tests.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> | <ul style="list-style-type: none"> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> | <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> | <ul style="list-style-type: none"> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul> | <ul style="list-style-type: none"> <li>Straightforward scientific evidence to answer questions or to support their findings.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul> | <ul style="list-style-type: none"> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Asking questions and recognising they can be answered in different ways</li> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul> |

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| <p><b>Previous Knowledge</b><br/>-What have children learnt previously that will support this next step?</p> | <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>•Distinguish between an object and the material from which it is made.</li> <li>•Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>•Describe the simple physical properties of a variety of everyday materials.</li> <li>•Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>•Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul> | <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>•Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>•Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>•Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>•Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>•Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> | <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>•Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>•Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)</li> </ul>   | <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>•Observe and describe how seeds and bulbs grow into mature plants.</li> <li>•Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>  | <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>•Observe and describe how seeds and bulbs grow into mature plants.</li> <li>•Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>  | <p><b>Year 2</b></p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> |
| <p><b>Misconceptions</b><br/>-What are the common misconceptions in knowledge for this unit?</p>             | <ul style="list-style-type: none"> <li>•melting, as a change of state, is the same as dissolving</li> <li>•steam is visible water vapour (only the condensing water droplets can be seen)</li> <li>•clouds are made of water vapour or steam</li> <li>•the substance on windows etc. is condensation rather than water</li> <li>•the changing states of water (illustrated by the water cycle) are irreversible</li> <li>•evaporating or boiling water makes it vanish</li> <li>•evaporation is when the Sun sucks up the water, or when water is absorbed into a surface/material.</li> </ul>  | <ul style="list-style-type: none"> <li>•certain whole food groups like fats are 'bad' for you</li> <li>•certain specific foods, like cheese are also 'bad' for you</li> <li>•diet and fruit drinks are 'good' for you</li> <li>•snakes are similar to worms, so they must also be invertebrates</li> <li>•invertebrates have no form of skeleton.</li> </ul>   | <ul style="list-style-type: none"> <li>•we can still see even where there is an absence of any light</li> <li>•our eyes 'get used to' the dark</li> <li>•the moon and reflective surfaces are light sources</li> <li>•a transparent object is a light source</li> <li>•shadows contain details of the object, such as facial features on their own shadow</li> <li>•shadows result from objects giving off darkness.</li> </ul> | <ul style="list-style-type: none"> <li>•plants eat food</li> <li>•food comes from the soil via the roots</li> <li>•flowers are merely decorative rather than a vital part of the life cycle in reproduction</li> <li>•plants only need sunlight to keep them warm</li> <li>•roots suck in water which is then sucked up the stem.</li> </ul> | <ul style="list-style-type: none"> <li>•plants eat food</li> <li>•food comes from the soil via the roots</li> <li>•flowers are merely decorative rather than a vital part of the life cycle in reproduction</li> <li>•plants only need sunlight to keep them warm</li> <li>•roots suck in water which is then sucked up the stem.</li> </ul> | <ul style="list-style-type: none"> <li>•the bigger the magnet the stronger it is</li> <li>•all metals are magnetic.</li> </ul>                               |

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| <p><b>Learning Sequence</b><br/> <b>-Detail the learning sequence using key questions in an ordered sequence.</b><br/> <b>-The questions should have a sequential build up to answer the overall learning challenge.</b></p> | <ol style="list-style-type: none"> <li>1. Can I sort and group different rocks based on their appearance?</li> <li>2. Can I make careful observations about the simple properties of rocks?</li> <li>3. Can I understand how rocks are formed?</li> <li>4. Can I explore the properties of rocks and explain these?</li> <li>5. Can I explain how fossils are formed?</li> <li>6. Can I explain what soil is made of and compare different soils?</li> <li>7. Can I investigate the water retention of different types of soil?</li> </ol> <p>Garden – collect seeds for later in year. Plant bulbs.</p> | <ol style="list-style-type: none"> <li>1. Can I understand what nutrition the human body needs?</li> <li>2. Can I research the nutritional value of different foods?</li> <li>3. Can I research the function of a human skeleton?</li> <li>4. Can I compare and contrast animal and human skeletons?</li> <li>5. Can I demonstrate my understanding of how bones and muscles allow movement?</li> <li>6. Can I investigate the link between the size of a part of the body and the outcome of an action?</li> </ol> | <ol style="list-style-type: none"> <li>1. Can I understand and explain what light is and why we need it?</li> <li>2. Can I explore different levels of light?</li> <li>3. Can I investigate the reflectiveness of different materials?</li> <li>4. Can I understand how a shadow is formed?</li> <li>5. Can I investigate what happens to a shadow when I change the distance from the light source?</li> <li>6. Can I investigate what happens to the size of my shadow throughout the day?</li> </ol> | <ol style="list-style-type: none"> <li>1. Can I identify parts of different plants and understand that different plants have different parts?</li> <li>2. Can I research the functions of different parts of a plant?</li> <li>3. Can I investigate what a plant needs for life and growth?</li> <li>4. Can I research what different plants need for life and growth?</li> <li>5. Can I investigate the role of the stem in a plant?</li> <li>6. Can I sow seeds in the correct growing conditions?</li> </ol> | <ol style="list-style-type: none"> <li>1. Can I research and identify the stages of the lifecycle of a plant?</li> <li>2. Can I make observations of the parts of a flower?</li> <li>3. Can I understand the process of pollination?</li> <li>4. Can I observe different seeds and explain the different methods of seed dispersal?</li> <li>5. Can I explain the lifecycle of a plant?</li> </ol> | <ol style="list-style-type: none"> <li>1. Can I describe whether a force is a push or a pull?</li> <li>2. Can I compare how things travel on different surfaces?</li> <li>3. Can I explain friction and investigate how to make less friction?</li> <li>4. Can I investigate how magnets attract and repel?</li> <li>5. Can I classify materials based on whether they are magnetic or not?</li> <li>6. Can I investigate the strength of magnets?</li> </ol> |
| <p><b>Curriculum End Points</b><br/> <b>-What will children know and be able to do by the end of the unit?</b><br/> <b>-What will the children produce to demonstrate this knowledge?</b></p>                                | <p>Children are able to identify and name some different types of rock. They are able to explain the properties of these rocks as a result of their investigations.</p>  | <p>Children will be able to describe the function of the human skeleton and muscles through creating a model of an elbow joint.</p>   | <p>Children will understand what light is; how different materials reflective light and how shadows are formed and can change throughout the day. Children will demonstrate their knowledge of light and shadow through their shadow investigations.</p>  | <p>Children will be able to use their knowledge of the main features of plants and their different functions as well as knowledge of how different plants survive in certain conditions to grow seeds.</p>  | <p>Children will be able to use their accumulated knowledge throughout the topic to write a detailed report on the lifecycle of a plant including pollination and seed dispersal.</p>  | <p>Children will be able to design their own question to investigate the strength of magnets or investigate the magnetism of different metals. They will understand that some metals are magnetic, that magnetism is a non-contact force and how the different poles of a magnet react to each other.</p>   |

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| <p><b>Knowledge Sentences</b><br/>-Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...)</p> <p>(To share with children when it is taught during the unit)</p> | <p>1. I know that rock is a naturally occurring material. I know there are different types of rock e.g. sandstone, limestone, slate etc. which have different properties.</p> <p>2. I know that rocks can be hard or soft and that they have different sizes of grain or crystal. Rocks can be different shapes and sizes (stones, pebbles, boulders).</p> <p>3. I know there are three different types of rock: igneous, metamorphic and sedimentary.</p> <p>4. I know that rocks have different durability and that some absorb water and some don't.</p> <p>5. I know that some rocks contain fossils. Fossils were formed millions of years ago:<br/>- When plants and animals died, they fell to the seabed.<br/>- They became covered and squashed by other material.<br/>- Over time the dissolving animal and plant matter is replaced by minerals from the water.</p> <p>6. I know that Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter).</p> <p>7. I know that the type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.</p> | <p>1. I know that we need a balance of different nutrients in our diet to keep the body healthy – these include carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre.</p> <p>2. I know that different foods contain different types of nutrients.</p> <p>3. I know that the human skeleton allows our body to move, provides support and protection.</p> <p>4. I know that humans and some animals have a skeleton for movement, protection and support.</p> <p>5. I know that the bones and muscles in the human body work together to allow the body to move.</p> <p>6. I know that the size of someone's hand or length of someone's legs does not necessarily correlate with how far someone can throw a ball or how fast they can run.</p> | <p>1. I know that we need light in order to see things.</p> <p>2. I know that the sun can damage our eyes and we should not look directly at it.</p> <p>3. I know that darkness is the absence is the absence of light.</p> <p>4. I know that light can be reflected from different surfaces. Objects are easier to see if they more reflective.</p> <p>5. I know that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>6. I know that the size of the shadow depends on the position of the light and surface.</p> | <p>1. I know that most plants have: roots, stem/trunk, leaves and flowers/petals.</p> <p>2. I know that:</p> <ul style="list-style-type: none"> <li>a. Roots anchor the plant into the ground and absorb water and nutrients from the soil.</li> <li>b. Stem/trunk hold the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.</li> <li>c. Leaves make food for the plant using sunlight and carbon dioxide from the air.</li> <li>d. Flowers/petals make seeds to grow into new plants. Their petals attract pollinators to the plant.</li> </ul> <p>3. I know that a plant needs these things for life and growth: air, light, water, nutrients from the soil and room to grow.</p> <p>4. I know that plants that survive in cold conditions have thin leaves which help reduce water loss. They have shallow roots to access nutrients and water close to the surface of the soil.</p> <p>5. I know that plants that survive in hot conditions have adapted their roots, stems, and leaves to store more water and decrease its loss due to the heat.</p> | <p>1. I know that the stages of the life cycle of a plant which include germination, growth, pollination, fertilisation and seed dispersal.</p> <p>2. I know that some plants produce flowers which enable the plant to reproduce.</p> <p>3. I know that pollen, which is produced by the male part of the plant, is transferred to the female part of the plant to create seeds.</p> <p>4. I know that seeds can be dispersed in different ways.</p> <p>5. I know that:</p> <ul style="list-style-type: none"> <li>a. Germination is when a seed starts to grow.</li> <li>b. Growth is when the seedling turns into a mature plant.</li> <li>c. Pollination is when pollen is transferred from the male to the female part of the plant.</li> <li>d. Fertilisation is when seeds will form inside the plant.</li> </ul> <p>Seed dispersal is when the seeds leave the plant to start the life cycle again.</p> | <p>1. I know that a force is a push or a pull.</p> <p>2. I know that an object will move faster on a smooth surface and slower on a rough surface.</p> <p>3. I know that friction between two surfaces will slow an object down.</p> <p>4. I know that:</p> <ul style="list-style-type: none"> <li>a. opposite poles of a magnet attract and same poles repel.</li> <li>b. a magnet has a North and South pole.</li> </ul> <p>5. I know that some metals are magnetic and materials like wood/plastic are not magnetic.</p> |
| <p><b>Key Vocabulary</b><br/>(To share with children and add to working walls/knowledge mats)</p>   | <p>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil, permeable/impermeable, durable, hardwearing</p>  | <p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine</p>  | <p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p>  | <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), roots, stem, leaves, flower</p>  | <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal) roots, stem, leaves, flower</p>  | <p>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>   |

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| What does this look like at Bramhope? | <b>Enrichment Activities (trips, residential, speakers, SMSC)</b>                      | Local walk – observe rocks used for different purposes including visit to churchyard to look at gravestones and changes in rock over time.   | STEM ambassadors/parent doctors to deliver talk about skeleton/nutrition/teeth or digestion.   |   | Harlow Carr – How plants grow workshop.<br><br>Growing vegetables and flowering plants in school wildlife garden.   | Bramhope in Bloom to support growing in the garden.<br><br>Beekeeper visit.<br><br>Community garden day.   |   |
|                                       | <b>Physical Resources (artefacts)</b>  | Different rock samples<br><br>Magnifying glasses<br><br>Pipettes<br><br>Soil samples   | Food tins<br>Human and animal x rays   | Torches<br>Batteries<br>Mirrors<br>Light boxes<br>Reflective/non-reflective materials   | Flower and vegetable seeds<br>Propagators<br>Soil<br>Garden gloves<br>Trowels<br>Markers<br>Containers to collect and store seeds<br>iPads with Pl@ntnet app  | Flower and vegetable seeds<br>Propagators<br>Soil<br>Garden gloves<br>Trowels<br>Markers<br>Containers to collect and store seeds<br>Microbits   | Magnets<br>Magnetic and non-magnetic objects<br>Toy cars<br>Ramps   |
|                                       | <b>Cross Curricular learning (Include opportunities for writing and quality texts)</b> | A Pebble in My Pocket—Meredith Hooper<br><br>Stone Girl, Bone Girl—Laurence Anholt<br><br>Geography – natural resources<br><br>Art – making clay ‘mold and cast’ fossils, sketching fossils  | Professor Astro Cat’s Human Body Odyssey by Dominic Walliman<br><br>Argh! There’s a skeleton inside you<br><br>Maths – measuring length of limbs to look for patterns e.g. Do people with long femurs have long ulnas? Recording data.<br><br>Computing – iPads<br><a href="https://www.mcdonalds.com/qb/en-gb/good-to-know/nutrition-calculator.html">https://www.mcdonalds.com/qb/en-gb/good-to-know/nutrition-calculator.html</a> | The Game in the Dark—Herve Tullet<br>The Dark—Lemony Snickett<br><br>DT – designing shadow puppets and theatre – explore suitable materials for making shadows. Tie in with literacy text.  | The Story of Frog Belly Rat Bone by Timothy Basil Ering<br>Bloom—Nicola Skinner<br>The Secret Sky Garden<br>The Great Kapok Tree<br>Under the canopy<br><br>Computing - Using Pl@ntnet app to identify plants in our wildlife garden.<br><br>Using microbits to monitor soil moisture<br><a href="https://makecode.microbit.org/courses/ucp-science/soil-moisture">https://makecode.microbit.org/courses/ucp-science/soil-moisture</a>  | A Seed is Sleepy—Dianna Aston & Sylvia Long<br>Seed Safari by Judith Heneghan<br><br>DT – cooking with vegetables grown.<br><br>Computing – use iPads for secondary research.<br><a href="https://www.bbc.co.uk/bitesize/clips/zqayrdm">https://www.bbc.co.uk/bitesize/clips/zqayrdm</a>   | Maths – measuring distance/recording data.  |
|                                       | <b>Local Learning including outdoor learning</b>                                       | Pupils talk about the properties of rocks in the playground or wildlife garden.<br><br>Pupils could go on a local walk around Bramhope to observe different rock types (stone houses, gravestones in church yards). Pupils could visit local church yard to look at effects of weathering on stone over time.<br><br>Pupils dig in the soil in the wildlife garden to look for rocks and organic matter. Check CLEAPSS for health and safety guidance. | Pupils identify the producers, predators and prey in the micro-habitats in the wildlife garden/field.  | Pupils look for shadows in the playground caused by the objects blocking the light from the Sun.<br><br>Pupils use the Sun as a light source to create shadows with their bodies. Pupils to go out at different times of the day and make the same shape. Partner to draw around their shape at different times of the day and then compare shapes. | Pupils could design flower garden and plant seeds. Later in the year, pupils describe and make careful drawings of the parts of a range of plants that they have planted. Alternatively, make observations of plants already in the wildlife garden.<br><br>Pupils participate in scavenger hunt and identify the parts of a range of plants in the wildlife garden that they find on the ground e.g. seeds, fruit, leaves. Children to sort/group back in the classroom.<br><br>Pupils take photographs or collect samples of parts of plants in the playground to sort and group. | Pupils observe how the plants in the playground or local environment change through the year (half termly), looking for buds, flowers, seeds and berries. Use iPads to take photos and then annotate photos with observations.<br><br>Pupils record the changes that take place through the year to plants in the playground or local environment. Use identification charts to help identify different plants that they are observing.<br><br>Conduct scavenger seed hunts throughout the year to facilitate discussions about different types of seeds and seed dispersal. | Pupils explore moving objects across different surfaces in the playground.<br><br>Pupils could pull each other on sledges (could be made by pupils or plastic sledges) and compare different surfaces. Pupils should be able to feel the difference in friction between different surfaces. |
|                                       | <b>Opportunities for cultural Diversity</b>  |  |  |   | Learning about diversity in science careers and scientists during science week.   |  |   |