



Erasmus+

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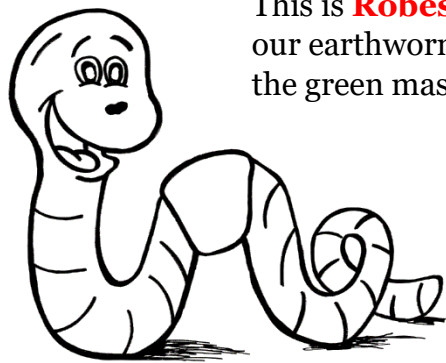




SCIENCES

In our classroom, we have adult, adolescent and baby earthworms. We will raise them, feed them, collect natural fertilizer and above all... do good to the planet.

LOMBRICOMPOSTAGE BY THE FIFTH CLASS CM2A



This is **Robespierre**, the head of our earthworm farm. He's kind of the green mascot of our class!

When we received our cardboard, we had a lot of plastic elements (wheels, feet, bins...).



A little science lesson by H el ene, Swan, Alexandra and Ryan :

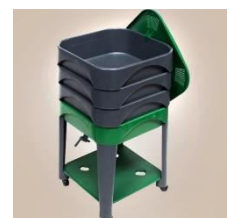
The earthworm, ours are from the family of the **epigees** (surface worms), is a small animal with a soft and elongated body (composed of "hairy" rings that allow it to move around).

He has no teeth, eyes, nose or ears. He also has no lungs, but he breathes through his skin. If he dries up, he dies!

Two interesting features: the worm is **hermaphroditic** (both male and female) and has ... **5 hearts!**



It was necessary to build the composter by assembling all the elements together under the watchful eye of **Aminata**.



Vegetable cutting workshop to feed Robespierre and all his friends!

We feed our worms vegetable peels: potatoes, carrots and salad. They also enjoy coffee grounds and egg shells.

To this **homemade food** we add 2 handfuls of dried grass **granules** (alfalfa, hay...) that strongly resemble worm candies: they love it and it makes you hungry! They are also given cardboard that regulates acidity.

We cover the food with the wet carpet, replace the lid and above all... **we leave them alone!** By Mihad, Norh ene, Fahim and Matisse

More of Robespierre's adventures in the next issue

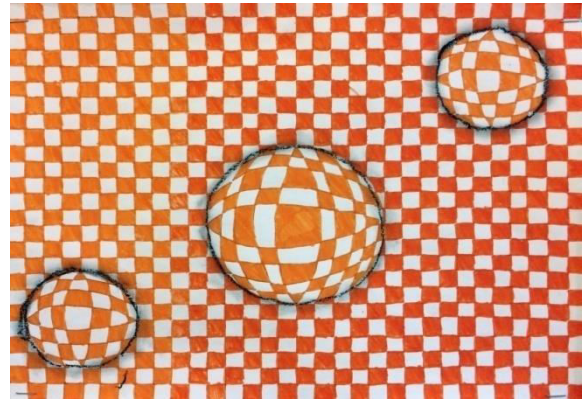
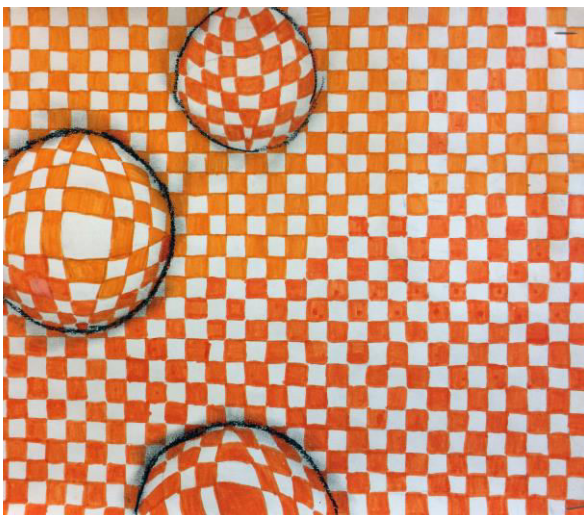
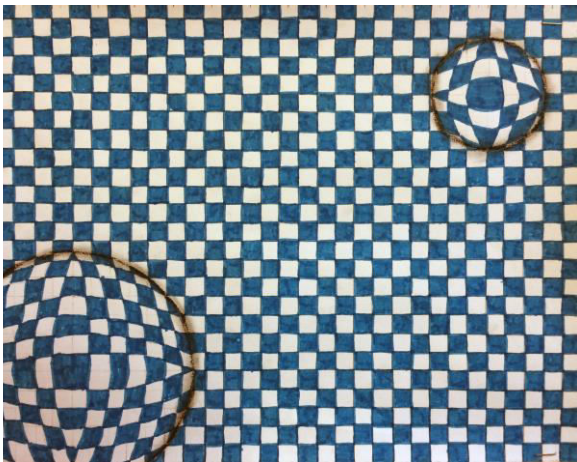
OP'ART by the 5th grade

Op'Art :

Op'art (or optical art) is an artistic practice diffused since the 1960s, and which uses optical illusions or games.

The works of op art are abstract and give an impression of movement, a burst of light and vibration or alternating movements.

The ones presented here are spheres on a grid that reproduce the effect of a drop of water. They are visible on the 3rd floor landing. (A little tip: the outline is prettier with pastel than with felt.)



Decorative geometry (1)

Op'Art - Spheres on grid

- 1- traces with a ruler and pencil a 1cm X 1cm grid
- 2- On the grid draws 4 or 5 circles on the compass. The circles may extend beyond the leaf.
- 3- Erases the grid inside the circles.
- 4- With pencil traces inside the circles a "rounded" grid that must be connected with the grid outside the circles.
- 5- Choose a felt color and color one of two squares in the grid around the circles.
- 6- Inside the circles, color one out of two squares of the grid by reversing the rhythm of the colors in relation to the grid outside the circles.
- 7- Have a very thin black felt pen, iron the contours of the circles and blend them very slightly.

SCIENCES



The science festival at Pailleron College (by the fifth grade)

This Wednesday, April 10, as part of the science festival, we went to Pailleron College to run a food stand to raise awareness among other students about the importance of eating a varied and balanced diet. Many fourth, fifth and sixth grade classes were participating, and we too were able to take advantage of some of the workshops set up by the other classes to carry out scientific experiments



What we liked:

- Run our food stand and explain things to other students.
- Discover the work and experiences of other classes.
- Prepare our stand and work on food: collect and create packaging, build the food pyramid, prepare posters, invent quiz questions.
- **The good atmosphere during the science festival**



What we didn't like so much :

The long queues at some stands and sometimes some explanations that are not always very clear to us.

Other than that, this science festival was really great!

SCIENCES



PLANETARIUM SESSION - by CM1B

On Friday, October 5, the day of the Science Festival, the fourth grade students went to the planetarium of the "Cité des Sciences" to see a film called "Polaris".

The film was about a scientific penguin from the South Pole who meets a polar bear from the North Pole. They become friends.

Together, they wonder about the polar night:

Why is it always cold at the poles?

Why is there 6 months of day and then 6 months of night?

Is there also ice at the poles on other planets like Mars or Saturn?

They make assumptions.

To get an answer to these questions and test their hypotheses, they will build a "space submarine" together and go into space to observe Mars and Saturn.

For Mars, they saw ice at the poles but on Saturn, there was none because they discovered that it is a planet made with gas.

On the other hand, it has rings that are made of ice blocks.

For their questions about the 6 months of night at the poles, they realize that it is because of the Earth's axis of rotation which is inclined with respect to the Sun. (we've been over this since in class!)

Our opinion:

We liked this movie because it was funny. The room was beautiful and at times it felt like the room was moving.



The planetarium is in the "Cité des Sciences". It is a large room with a screen that is in front but also on the sides and a little behind.

The seats are a little upwards: sometimes it seems as if the stars are falling on us!



EXPERIMENT-RAINING

At least one day before, read "How high is the sky?" Or "Little Cloud" with children. The first reading is meant to develop children's imagination and reading pleasure. Then explain the new words and separate the imaginary plan from the one real.

Before the children arrive, place all the materials on the experiment table in order of use and carry out the experiment. "

Enter the proposed theme and place the activities in the current learning unit.

Specify the order of the activities: introductory story, experiment, game. Explain to the children what the group rules are relevant to this learning context. "

After the children tell what they remember about the book "How high is the sky?" Or "Little Cloud,



read the story and discuss the types of clouds. Where were they drawn, how high do they think they are.

Present the materials (transparent glasses,

hair or shaving foam, colorless water and blue food coloring) on the front and work steps.

1. Place colorless water until half of the glass add cloud of hair or shaving foam;
 2. Load the cloud from which it will rain:
 - 2.1 Place 3 drops of blue dye over the cloud
 - 2.2, mix, in the second glass, 200 ml water and 1 ml dye to obtain the colored water
 3. Put the colored water pipette over the cloud and observe with the children how the water is gathered and how the cloud is colored (inside, in contact with water, only on the surface, etc.).
 4. Highlight the rain trigger (all over the cloud, only at one point, etc.).
- Extensions: circularly mix the foam with water to observe the swirl / tornado, etc. "

Share the materials with the group assistant or invite the children to come and get their materials.

Make sure every child goes through all the steps. Explain what types of precipitation / weather phenomena can be observed in the glasses.

Resume the step-by-step explanations when the children are conducting the experiment and make sure that each child achieves the minimum necessary to understand the scientific concept.



Possible interventions:

1. Explain what shapes the clouds have and how many types of clouds there are (use the Season Observatory)
2. Watch with the children when the rain is triggering (each in his glass and then in his colleagues' glasses)

Announce the children when there are 5 minutes of work, ask them to finish what works and then start collecting resources. Explain to the children what expectations you have and invite those who have finished working closely to the carpet.



"It's raining! Tunnel! The sun has come out!

The teacher presents the way you hear:

- summer rain (PIC! PIC! PIC! with one finger, starting from the top of the head, we beat in the palm of the other hand)
- autumn rain (PIC! PIC! PIC! with 2 fingers, starting from the forehead,

we beat in the palm of the other hand)

- late autumn rain (PIC! PIC! PIC! with 3 fingers, starting from the nose, beating in the palm of the other hand)

- storm (PIC! PIC! PIC! With 4 fingers, starting from the chin, we beat in the palm of the other hand)

- thunder (PIC! PIC! PIC! we beat the palms with all our fingers and BUM !, BUM !, BUM! we stumble quickly and loud).

When it is quiet we say: The sun has come out!

Students, ANALISA ZAGREAN AND MIHAI BUTACIU, KINDERGARTEN SALVA, SCHOOL SALVA, ROMANIA.

The Importance of a School Garden as a Community

We started this project in school by involving the kindergarten groups, the primary and primary school pupils and the parents, the pupils' grandparents.

Joint workshops for planting seedlings, experiments on planting and growing plants, vegetables like onions, garlic, peppers, basil in front of the school were organized and a flower garden was also arranged.

The students accompanied by the teachers carried out the majority of the actions of cleaning the land, digging, loosening, sowing, planting and watering. Then the students from the higher classes carried out the work of removing the weeds and clearing the land in the



vegetable and flower gardens of the school. Numerous research expeditions have been carried out in these gardens to study the insects, the shade produced by the sun, to identify the growth stages, to draw in nature, to correctly observe with magnifying glass the different component parts of plants or insects.

The development of the sense towards the practical action and the pedagogical use of the experiments were the reasons why these activities were very loved by the students, teachers and parents. Each class has made its contribution and the development of team spirit has been complemented by the development of

competencies for the sciences that are so necessary for the future.

We want to develop this project and for the next year when we will try to organize a thematic area with the science theme in the school yard where everyone has access.

Germination-experiment

At least one day before, read "Up Down, Around" or "Little Seed" with children. The first reading is meant to develop children's imagination and reading pleasure. Then explain the new words

and separate the imaginary plan from the real one.

Before the children arrive, place all the materials on the experiment table in order of use and carry out the experiment.

Enter the proposed theme and place the activities in the current learning unit.

Specify the order of the activities: introductory story, experiment, game. Explain to the children what the group rules are relevant to this learning context.

After the children tell what they remember about the book "Up, down, around" or "Little Seed, read the story and discuss the types of vegetables, how the seeds are spread or planted, etc.

Present the materials (zip bag, white towels, beige / brown towels, stapler and staples, 3 species of seeds, pipette, water) and the work steps in front.

1. Preparation of the germination bag:

1.1 Bend in half, long, separately, each napkin (to know what each half is). Insert the white napkin over the beige napkin and fold in 3 to make 3 equal pockets. Mark the points where the napkins in the bag will be stapled. Insert the wipes into the germination bag so that it stays

1-2 cm at the bottom free.

1.2 Staple the previously prepared towels in the bag so that there is a longitudinal line in the middle. Leave between staples 0.5-1 cm free to allow the roots to pass. To separate the 3 pockets, staple the delimitation lines (1-2 staples each up and down from the center line).

2. Seeds:



- 2.1 Observe the seeds and sort them by species
- 2.2 Enter only 3 seeds of the same species in each pocket

3. Care & Monitoring:

- 3.1 Wet the seeds / plants so that the wipes are permanently moist.
- 3.2 Highlight the presence of water at the bottom of the bag (it can be assimilated to the water table).
- 3.3 note the date when the first seed of each species has germinated, when the leaves, flowers and fruits appear.

Note: Small and medium-sized children can carry out the experiment in a smaller bag, only 2 pockets or in bags prepared in advance.

Share the materials with the group assistant or invite the children to come and get their materials.

Resume the step-by-step explanations when the children are doing the experiment and make sure each child goes through all the steps.

Possible interventions:

- 1. Explain the role of napkins, why we staple leaving spaces between them, what happens if we close the bag.
- 2. Watch with the children when squeezing the water in the bottom of the bag and explain what

The children form a circle and make different gestures for each stage

- they are squatting to form the seeds

happens if we put too much water. Each will wet their seeds / plants daily.

3. Observe and note the day when the germs, root, leaves, flowers and fruits appear (these changes occur over several weeks) "

Announce the children when there are 5 minutes of work, ask them to finish what works and then start collecting resources. Explain to the children what expectations you have and invite those who have finished working closely to the carpet.

The remaining seeds are stored in a container, the pipettes are taken to the Science center.

Give 2-3 examples of plants whose fruits or edible parts grow

up, down, or around a circle.

When the edible side grows up, stand up and raise your hands. When the edible part grows in the ground you lie down and point with your hands the direction down, and when the plant curls you turn. In the beginning, only vegetables from the book will be used. After giving 4-5 examples of vegetables, invite the children to say one vegetable at a time and all the children will make the appropriate gestures.

For small group children it is recommended to use examples from the book read or some already known vegetables.

For those of large group or who have played it several times, plants from which the root and leaves (onion, garlic, etc.) are consumed can also be introduced.

Note: The game stimulates attention and facilitates the memorization of thematic words.

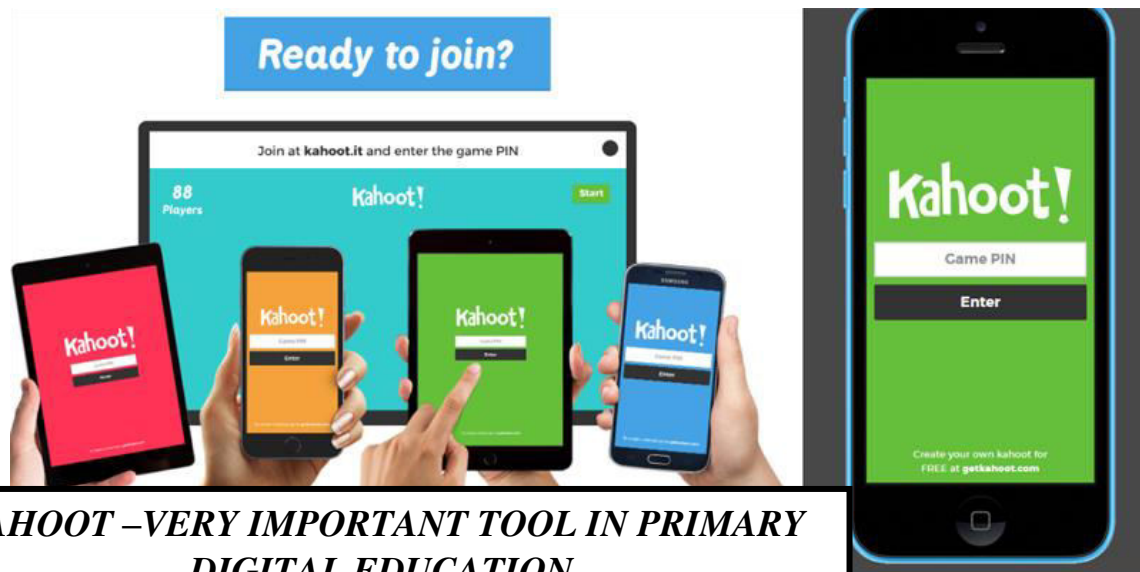
"Life cycle of onion:

- it rises slowly as the plant grows
- forms a bulb from concentric circles with hands extended to the side
- is dropped when the teacher announces that the bulb is planted
- it rises when it grows and raises its hands when it blooms
- they spread like seeds and crumble again, separately when the wind blows



Note: After the children know the game, different variants can be added for other plants.
 STUDENTS PATRICK CLEJA, CORUT DENIS, BOGDAN DEDEA AND ROBERT GAZDAC IV
 GRADE, TEACHER LUMINITA GIRIGAN.





KAHOOT –VERY IMPORTANT TOOL IN PRIMARY DIGITAL EDUCATION

The importance of using new technologies for education is widely recognized, becoming, in the last decade, a present concern at all levels of education: curriculum and didactic practice, teacher training, development of school institutions, educational policies and their implementation in the education system.

Educational software optimizes the teaching-learning process, and e-learning platforms represent new ways of interconnecting between teacher and students, during or outside the classroom hours, in the classroom or outside, having the advantage of immediate feedback. The implementation of these alternative

methods contributes to the accomplishment of personalized, flexible teaching-learning activities, having the effect of increasing the motivation of the students for their own training.

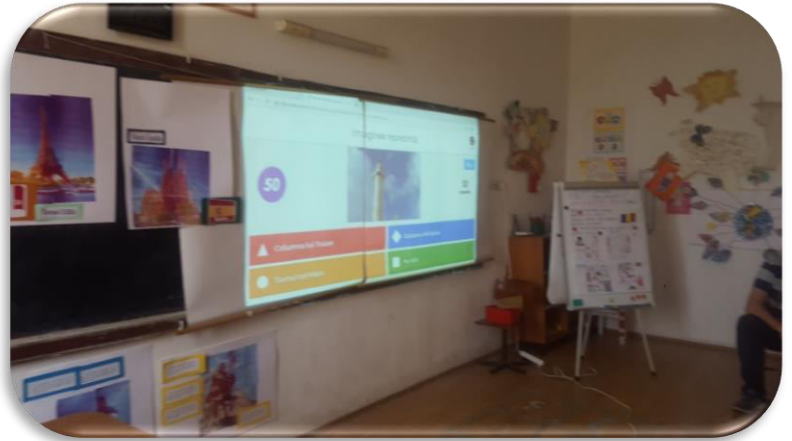
Thus, by alternating the classical methods with the modern ones, the students will be more motivated, more interested and more involved in the activities carried out within the lesson. Within the lesson “European Friends”, in the discipline of personal development, a lesson sustained during the meeting of the members of the BLEND Erasmus+ project in Romania, traditional and modern methods have been harmoniously combined, using different educational

software. At the beginning of the lesson, the students recognized and assigned to each participating country, images consisting of puzzle pieces corresponding to the cultural objectives of France, Italy, England, Spain and Romania. The feedback of the activity was ensured by the use of the Kahoot application.



What is Kahoot?

Kahoot! is now one of the largest learning brands in the world. Used by millions of people, every day, in over 180 countries. Kahoot! facilitates the creation, discovery, playback and sharing of fun learning games in minutes - for any subject, any discipline, any language, any device, for all ages. Based on the science of behavioral design, the free platform from Kahoot! it deals with the heart, hand and mind, creating a more social, meaningful and stronger pedagogical experience. This is called "connected learning". With Kahoot! you can introduce new topics, test your knowledge, evaluate yourself, connect with others around the world, view opinions, gather information, facilitate discussion, create professional development or have a little fun. It is designed to be supported. in front of the class and played by the whole class, in real time.



Students can give the answers on the phone, tablet, laptop, computer. In the case of our lesson, the answers were given from the school tablets. These devices must have internet access.

What needs to be done?

Step 1: Register for free at kahoot.it

Step 2: Create a new Kahoot.

Step 3: Add the questions.

Step 4: Complete the settings.

Step 5: Add a cover image.

How to proceed to class?

Create / Choose Kahoot.

Launch Kahoot on the interactive board.

Ask the students to join (All they need is to go to kahoot.it and enter the PIN that will appear on the interactive board).

Answer the questions.

The right and wrong answers appear on the interactive board (kids like this!)

The winner is posted!

Rate your experience (optional)

Download the results.

The faster you answer the questions, the more points you get!
It can be used free of charge, for all classes and for any subject.



Once you've created a Kahoot, you can share it using email and / or Social Media
Students can create their own Kahoot.

Within the activity carried out, the following specific competences were pursued:

* Identifying elements relevant to belonging to different communities (local, national, European)

* Recognition of basic emotions related to life experiences; Identification and application of specific communication rules in school activity;

* Identification of simple work tasks in various contexts

* Positive feedback, in small groups, for solving simple tasks

As a conclusion, I can say that as a result of this activity, the students became richer souls, and their joy, happiness and enthusiasm were like a thousand words.

„ I love Kahoot! Interesting! I'm very happy! I knew the answer to all the questions, but I was careful! I won! I wish this time would not end!”

(Maria Ioana Pupaza, student 1 grade, Teacher Alexandra Sas
, School Tiberiu Morariu Salva, Romania).

The screenshot shows a Kahoot! quiz page. At the top, there's a navigation bar with 'Kahoot!', 'Acasă', 'Descoperi', 'Kahoots', 'rapoarte', 'Imbunatateste acum', and 'Crea'. The main content area features a quiz titled 'BINE AȚI VENIT România' with a logo showing a castle and two people in traditional Romanian attire. Below the title, it says 'BRAN ♦ BUCHAREST ♦ LIPSCANI'. There are two buttons: 'Joaca' and 'Provocare'. The quiz is private and for 'Clasa I Prietenii nostri'. It has 0 favorites, 5 pieces of theater, and 51 de jucători. The creator is 'Alexandru91' from 4 months ago. The quiz consists of 10 questions:

- 1- Chestionare: Imaginea este posibilă (30 sec) - Image of the Eiffel Tower.
- 2- Chestionare: Turnul Eiffel se vede in (30 sec) - Map of Europe.
- 3- Quiz: Ți imaginezi se vede (60 sec) - Sagrada Família.
- 4- Chestionare: Biserica Sfânta Familia se poate vedea in interior (30 sec) - Barcelona.
- 5- Quiz: În depărtare se poate vedea (60 sec) - Big Ben.
- 6- Chestionare: Turnul Big Ben se poate vedea in (30 sec) - Big Ben.

STEM – Design and Technology

STEM stands for Science, Technology, Engineering, and Mathematics. STEM education is the learning of these subjects through an integrated approach; one that offers hands-on and relevant learning experiences. The National Curriculum states; using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. In Design and Technology, we draw upon the STEM disciplines in many of our projects, below outlines how we have done this in different year groups.



Nursery

I can join construction pieces together to build and balance.

Reception

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Year 2

I can select from and use a wide range of materials and components, including ...textiles..., according to their characteristics.



Key Stage 1

Year 1
I can explore and use mechanisms (wheels and axles).



Year 3

I can apply their understanding of how to strengthen, stiffen and reinforce more complex structures.



Key Stage 2



Year 4

I can select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing accurately.

Year 5

I can understand and use electrical systems in my products, for example, series circuits incorporating switches, bulbs, buzzers and motors.



Enthuse Project

Here at St Austin's we are part of Enthuse Project, this is a partnership of Primary and Secondary Schools across Liverpool. We have set out to share good practise and learning new skills around the STEM subjects, with a projected outcome of more enthused and engaged children, in STEM disciplines. Up to date staff have attended a training day to develop Computer Aided Design in the classroom, from this a training session is being organised for all staff in September. In the future children will have the opportunity to attended STEM Clubs and workshops in schools across the partnership, developing different skills from each of the STEM subjects.

Why Science Matters At St Austin's

A high-quality science education provides the foundations for understanding the world. Science changes our lives and is vital to the world's future prosperity. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. By building up key knowledge and understanding of concepts, pupils should be encouraged to develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

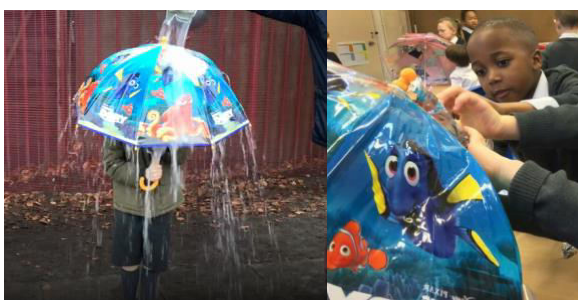


Younger children (Nursery – Year 2) should explore the world around them and ask questions. They should compare objects, materials and living things. They should observe changes over time and begin to notice patterns. They should make measurements using simple equipment such as sand timers and hand lenses. After carrying out simple tests, they can record data and talk about what they found out. It is important that they use scientific language.

The Nursery children read a book about growing.



EYFS explore floating and sinking.



Year 1 test materials.



Can you make it waterproof?

Year 2 investigate why certain materials are used for a particular job.

Can we stop the snowman from melting?

Children in Year 3 and Year 4 should broaden their scientific view of the world. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. They will observe changes over time, notice patterns, group and classify things, carry out simple comparative and fair tests and find things out using secondary sources of information. They should draw simple conclusions and use some scientific language to talk and write about what they have found out. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.



Year 3 investigate how fossils are formed.

Year 4 Investigatesound.

Do louder sounds create more vibration?

Can you describe how fossils are formed when things that have lived are trapped in rocks?



The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. They should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. Pupils should read, spell and pronounce scientific vocabulary correctly.



Year 5 Identifying and naming parts of the flower.

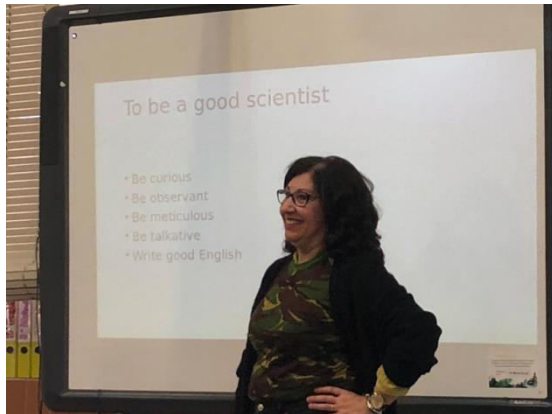
Can you describe how plants reproduce?



Year 6 Investigating how the components function in an electrical circuit.

Why won't the bulb light?

THE INTERNATIONAL DAY OF WOMEN AND GIRLS IN SCIENCE CELEBRATION



To be a good scientist

- Be curious
- Be observant
- Be meticulous
- Be talkative
- Write good English

On 11th February 2019, 5th and 6th level classes paid a lot of attention to the DNA explanation, told by a Spanish scientist woman called M^a Carmen Romero Rodríguez, expert in Bacterial Genomics at the Sargen Institute (Great Britain), who has dedicated her entire life to research in London, forming part of the international team that sequenced the human genome.

We've done this activity because we were celebrating the International Day of Women and Girls in Science.

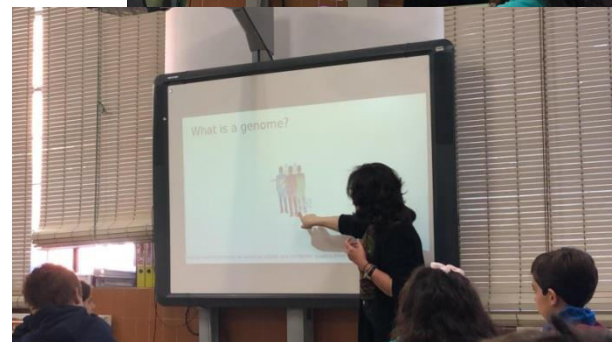
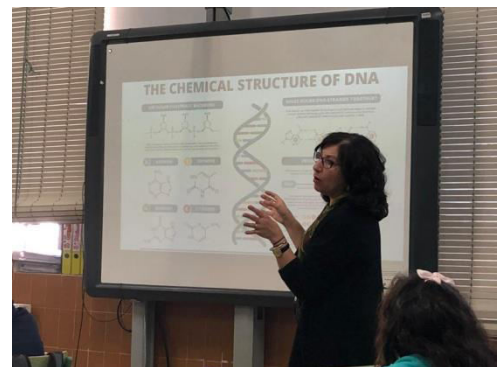
That day, the scientist explained that DNA (or deoxyribonucleic acid) is a molecule that contains our genetic code and it's composed by four bases: adenine (A), cytosine (C) guanine (G) and thymine (T). She also explain that the bases always pair together in the same way: adenine with thymine and cytosine with guanine. She said as well that DNA can be extracted from any living thing. We also could try this experiment with strawberries at home.

DNA helps cells to make the substances called proteins, which the cells need to live.

LINK: <http://sjacintoschool.blogspot.com/2019/02/international-day-of-women-and-girls-in.html>

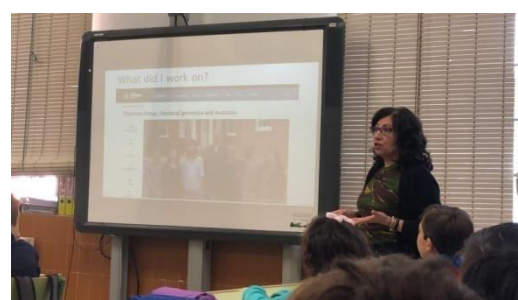
DNA also allows living things to reproduce. The genes in DNA pass along physical traits from parents to children, for example, the color of the eyes or hair.

The scientist told us that sometimes there are mistakes in DNA, that are called mutations. They can cause diseases and other problems. Human DNA contains about 3 billion pairs of bases.



I think this activity was very interesting and an easy way to learn useful information and knowledges for our future. I hope on next year the scientist will come again and tell us more facts and things about Science! I love everything that is related to it!

By Bianca Bogoliubov 5° A



ROBOTICS IN THE CLASSROOMS OF CEIP SAN JACINTO

PREPARING FOR A VERY CLOSE FUTURE

Children of 5 years of age in our school have been able to experiment with robotics in the classroom. It has not been used as a mere toy, so Professor Adela informed us, in charge of this project, but it has had educational purposes following the philosophy that children can learn and develop knowledge while playing.

The use of robotics allows to work areas such as science, technology, mathematics, engineering or art while small students have fun through games. Through this activity they come into contact with these new technologies, being able to develop diverse skills quickly.

But its uses do not reduce these matters, but it has an important role in the development of other tasks that has to do with the ability to work as a team. It is demonstrated that the use of robotics can improve the social, emotional and ethical development of children, especially from these ages.

In a fun and interactive way, the students have faced different projects, based on their needs and abilities, which has allowed them to retain knowledge and develop their imagination and creativity, at the same time that they have learned concepts and have manipulated mechanisms that have facilitated the development of competencies effectively.

The executed projects have been:

The catapult
The jumping frog



The mixer
The Viking ship



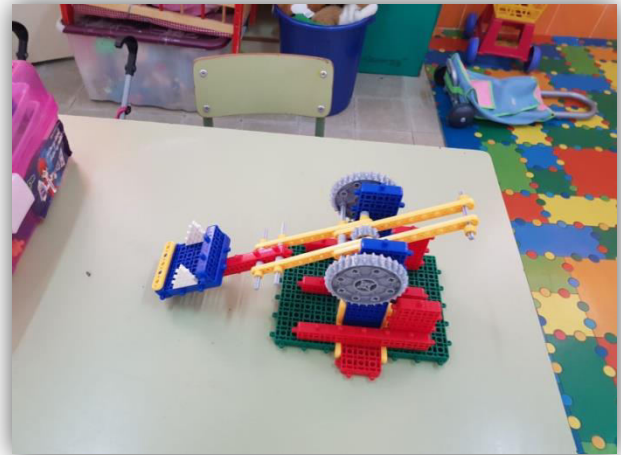
BENEFITS OF USE

During the informative interview with the teacher in charge of this activity in the school, Mrs. Adela Barrera, explained in detail what were the benefits of its use in the classrooms. Specifically, she indicated that:

- Students become the protagonists of their own learning and develop skills that are very valuable in the 21st century.
- Motivation of students to learn: curiosity and interest in children is stimulated and encouraged to investigate and learn. Motivated students, is equivalent to lower school failure and greater educational success.
- Promotes creativity: it is one of the greatest capabilities that is developed with the use of robotics. Students can put into practice what happens to them, encouraging originality and innovation.
- Develops autonomy: children plan the project, distribute the tasks and shape their ideas.
- Strengthens social skills: when children work with this resource, if they are not able to solve a problem, the doubts can be solved by other classmates, thus promoting socialization and teamwork.
- Fosters the critical spirit: learn the cause of the failure and solve it is part of the process of working with robotics. It gives them a critical and tenacious spirit.
- Attend to diversity: those who struggle with learning offer new tools and resources and those who are more advanced, it opens a new world of possibilities.

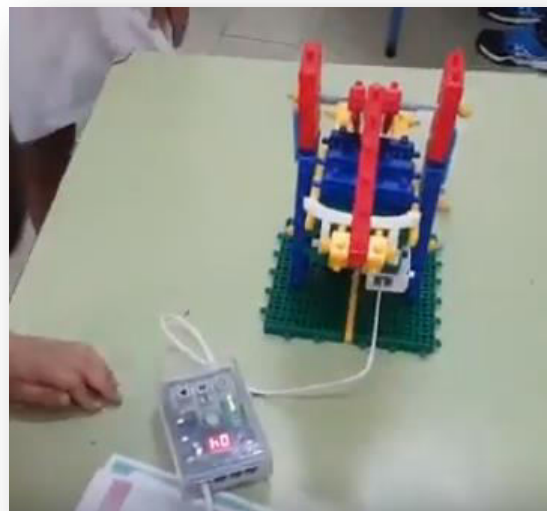
LINKS:

<https://www.youtube.com/watch?v=KSIPcoSMRe4&feature=youtu.be>



<https://www.youtube.com/watch?v=I2MjFaZ92Os&feature=youtu.be>

By students of 5° A and B



“IF YOU LIKE SCIENCE LIVE THIS EXPERIENCE”

On the 11th of June of 2019, in our school SAN JACINTO, we have carried out a workshop about experiment: "Scientific for a Day." In this workshop we have been able to develop several experiments on different branches of science, which has made it a very interesting, interactive and fun activity. We all have participated in the experiments guided by an educational monitor and, from the first minute, has awakened our interest in science.

We totally recommend this kind of activities to everybody, no matter the age.

This experience fosters all your senses. An example...

THE ELEPHANT TRUNK

.Materials

- bowl
- plastic bottle
- kitchen rag
- water
- detergent

INSTRUCTIONS:

Step1: cut the bottle

Step2: put the kitchen rag over the big hole of the bottle.

Step3: put water and detergent in a bowl

Step4: wet the kitchen rag

Step5: blow through the small hole of the bottle.

Can you see the elephant trunk???

LINK: <http://sjacintoschool.blogspot.com/2019/06/>

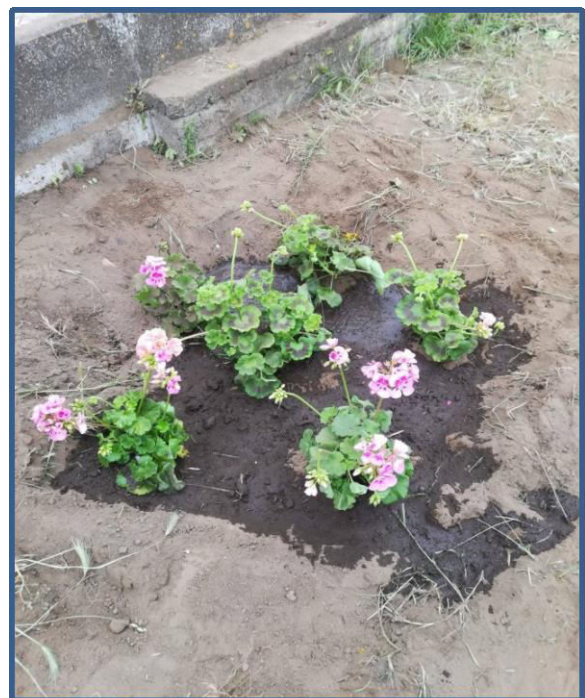


By students of 6° A





They planted the most delicate plants in boxes or pots and transplanted them later on; some aromatic plants that children continued to cultivate in the classroom. They built a scarecrow for the garden. With vegetable waste and dry leaves they made a composting pile.



REAL COMICS

English Pon (V classes)

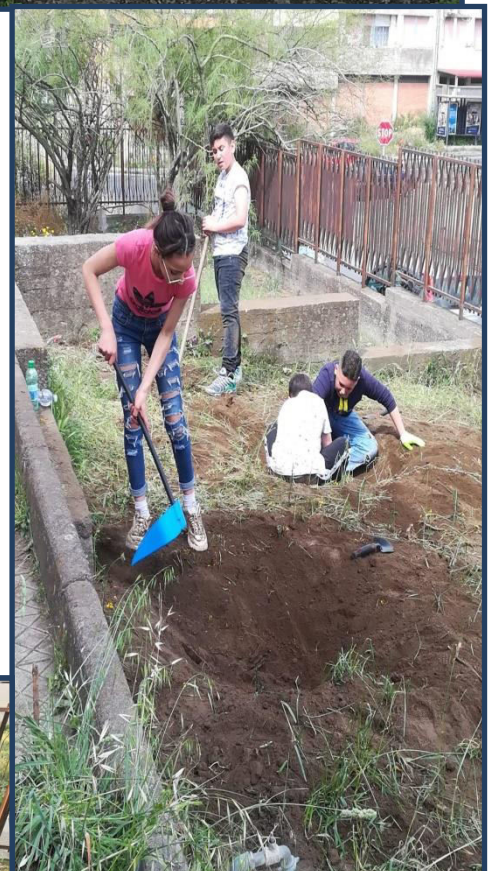


GREEN THUMB

School Project

The "green thumb" project was an activity in which students were encouraged to "get in touch with nature" and develop different skills, such as exploration, observation and manipulation. The manual outdoor activity, such as the creation of a vegetable garden, the cultivation of aromatic plants and plants and flowers, gave the student the opportunity to personally experience gestures and operations and observe what happens through direct experience, acquiring the basics of the scientific method. Pupils explored and discovered the environment using the five senses, refining scientific abilities and attitudes such as: curiosity, the urge to explore; Educating to respect the environment. The students had flower beds at their disposal to be able to cultivate a small vegetable garden to be worked, sown and cared for in all its growth

phases until the harvest. They were able to recognize the plants of the garden and notice the life of insects and small animals that inhabit it.



RELAX TIME

BLEND WORDS SEARCH

W	P	E	T	E	A	C	H	E	R
S	U	M	S	A	R	E	S	I	M
P	P	U	F	R	A	N	C	E	R
O	I	K	V	E	E	N	H	P	G
L	L	A	I	N	A	M	O	R	L
B	S	I	T	C	I	S	O	O	A
L	S	P	A	I	N	H	L	J	P
E	N	G	L	I	S	H	L	E	N
N	A	N	Y	G	U	A	G	C	E
D	I	G	I	T	A	L	E	T	P

- | | |
|------------|-------------|
| 1) BLEND | 11) ROMANIA |
| 2) DIGITAL | 12) SCHOOL |
| 3) ENGLISH | 13) SPAIN |
| 4) ERASMUS | 14) TEACHER |
| 5) FRANCE | 15) UK |
| 6) ICT | |
| 7) ITALY | |
| 8) PENPAL | |
| 9) PROJECT | |
| 10) PUPILS | |

Solution:

By Gaia, Giuseppe, Alessandro and Sofia (V A Petrarca School)

CATANIA – GUADALAJARA

Opportunities for students and teachers



Twining project

The aim is to compare the different European school systems. Students and teachers of Petrarca School (Italy) and Ocejon School (Spain) have worked together to discover similarities and differences, to learn each from the others, to learn new ways to live the school. To compare and find new solutions to didactic and social problems, integration of foreign students, students with “difficulties” within the classes, to use new technologies, teaching foreign languages.



Project that enables to strike up new friendship. Both Spanish and Italian learners have improved their English in real communication. As citizens of Europe they become closer together, developing tolerance and other cultures and faith, and becoming more sensitive to different ways of living.

BLEND NEWS

PETRARCA SCHOOL - ITALY

SWEET FAIR



Children make sweet profit at School fair

Students and their parents set up stalls selling sweets as part of project called "Sweet Fair". Money raised will be donated to charity. It has been interesting seeing children, parents and teachers buying cakes, cookies and products homemade, making our fair even



better. Stalls on offer at the fair included cakes, candies and a shop selling

bookmarks, pencils, pens... The fair took place on Thursday, 21st March

students and teachers from partnership
schools collaborated:



*Ecole Simon Bolivar A, Paris, France



*Ecole Simon Bolivar B, Paris, France



*IC Francesco Petrarca Catania, Italy



*CEIP San Jacinto, Sevilla, Spain



ST.Austin's Primary School Liverpool UK



*Scoala Profesionala "Tiberiu Morariu"

Salva, Romania

<https://www.erasmus-blend.com/>



