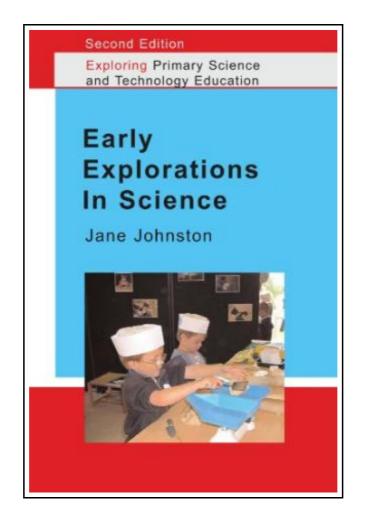
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Reviews

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Open University Press. Paperback. Book Condition: new. BRAND NEW, Early Explorations in Science (2nd Revised edition), Jane Johnston, Reviewers' comments on the first edition: 'Jane Johnston communicates a sense of effervescent enthusiasm for teaching and science, and her treatment is comprehensive' - "TES". 'The ideas and recommendations, based on considerable classroom experience, make this book a valuable aid to students and reflective early years practitioners' - "Primary Science Review". 'At last! A serious attempt to explore the scientific potential of infant and pre-school children! The author explains how scientific skills can be developed at an early stage, stimulating the natural inquisitive streak in children. This book will start you thinking about science in a much more positive light' - "Child Education". This accessible and practical book supports good scientific practice in the early years. It helps practitioners to be creative providers, and shows them how to develop awe and wonder of the world in the children they teach. The book highlights the importance of a motivating learning environment and skilled interaction with well-trained adults. In addition, fundamental issues are explored such as the range, nature and philosophical underpinning of early years experiences and the development of emergent scientific skills, understandings and attitudes. The new features for this edition include: an extended age range encompassing early learning from 0-8; updated material for the Foundation Stage Curriculum for 3-5-year-olds and the National Curriculum 2000 for 5-8-year-olds; a new chapter focusing on conceptual understanding and thinking skills in the early years; and, an emphasis on the importance of informal learning and play in early development. The book introduces and discusses new research and thinking in early years and science education throughout, making it relevant for current practice. This is an indispensable resource for all trainee and practising primary school teachers and early years practitioners.

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