



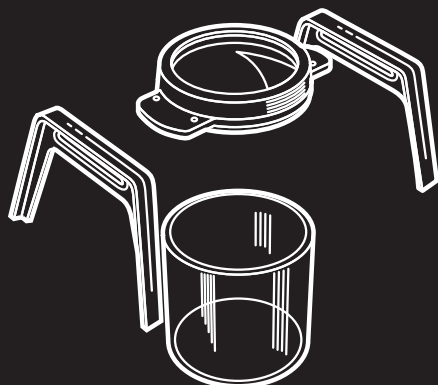
INVICTA
EDUCATION

SCIENCE
SCIENTIFIC ENQUIRY

ASSEMBLING THE MAGNIFIER

To use as a magnifying pot, firmly place the lens on the container.

To use as a freestanding magnifier, push the legs onto the lugs of the lens holder.

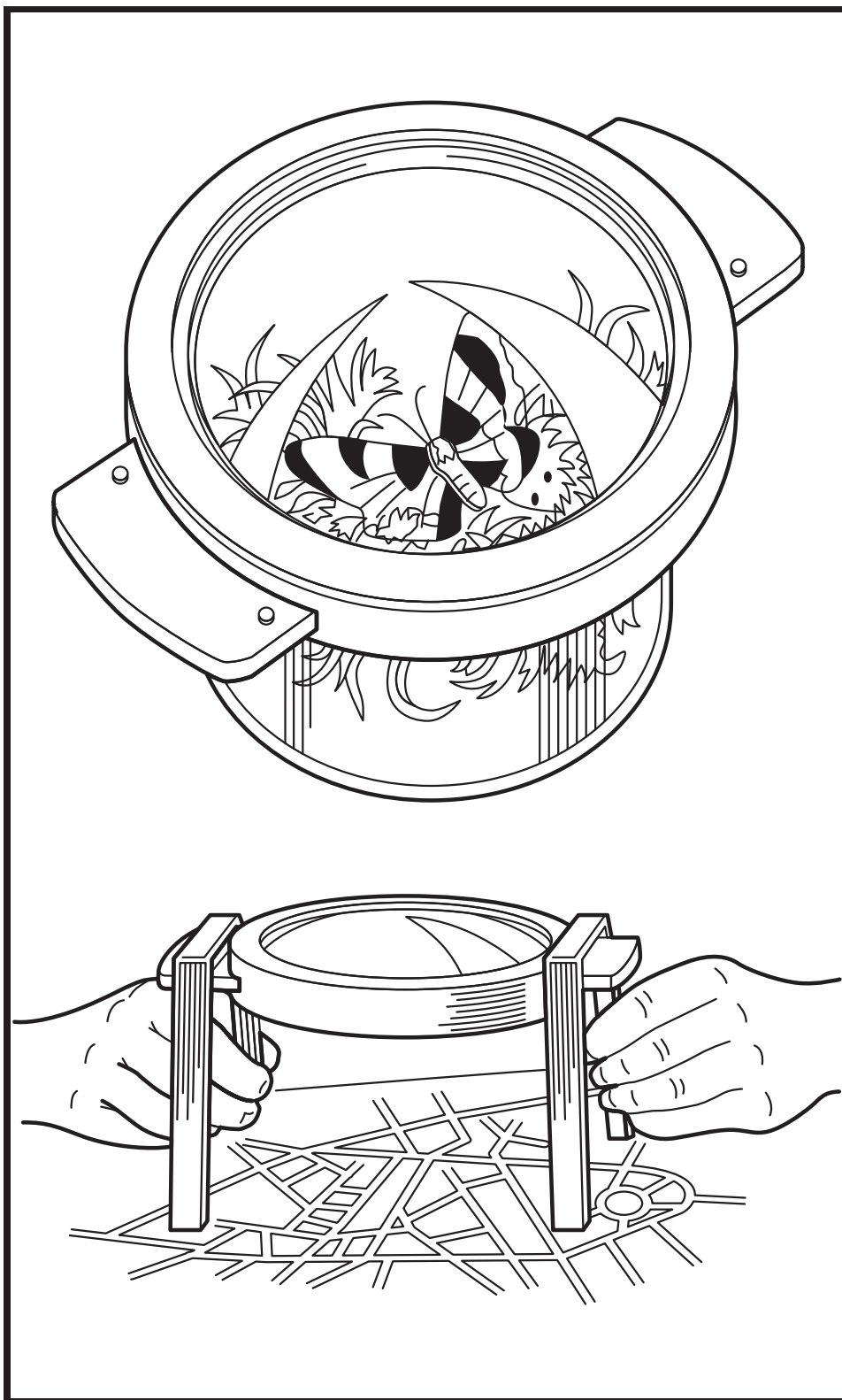


LARGE MAGNIFYING SET

PRODUCT GUIDE

IP 081159

THIS PRODUCT GUIDE MAY BE PHOTOCOPIED FOR CLASS USE ONLY



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WARNING: NOT SUITABLE FOR CHILDREN UNDER 36 MONTHS BECAUSE SMALL PARTS MAY CAUSE A CHOKING HAZARD. FIRE HAZARD! DO NOT PLACE OR LEAVE THE MAGNIFYING LENS IN DIRECT SUNLIGHT OUTDOORS OR INDOORS. DO NOT PLACE OR LEAVE THE MAGNIFYING LENS ON A WINDOWSILL IN DIRECT SUNLIGHT. BLINDING HAZARD! NEVER LOOK DIRECTLY AT THE SUN. TO BE USED ONLY UNDER ADULT SUPERVISION. Please retain the information from this pack for future reference. We reserve the right to alter designs and specifications (including colours and materials) when such changes are unavoidable. This product conforms to the safety requirements of EN71, ASTM, 16 CFR and The Canadian Hazardous Products (Toys) Regulations. **MADE IN CHINA**



Promoting understanding in:

- Science AT's 1, 2, 3 & 6
- Maths AT's 1 & 9
- Technology AT's 1, 2, 3 & 4

... and progression through key stages/levels for example; exploration of science.

KS 1 - Encourage the sorting, grouping and describing of ... in their immediate environment.

KS 2 - Develop skills of using equipment and measurement. Promote the raising and answering of questions.

Knowledge and understanding of science.

KS 1 - Opportunities to observe at first hand ... to find out about a variety of animal and plant life.

KS 2 - Explore and investigate ... the ways in which plant and animal behaviour is influenced by ...

Using and applying maths.

- Making predictions based on experience.
- Recording findings and presenting them in oral, written or visual form.

Developing and using artefacts, systems and environments

KS 1 - Identify the jobs done by a system.

Developing and communicating ideas.

KS 2 - Use a range of graphic techniques and processes.

Topic focus "The Environment"

Classroom activities might include:

Looking at plant reproduction

- plants as pests
- collecting and recording
- looking at pollen
- looking at pollenators

Looking at patterns

- in cells in onions
- structure in salt
- structure in snow
- speculating/hypothesising
- comparing cells in 'like' organisms

Looking at human difference

- compare 'hair' in the class
- classify in a range of ways
- compare 'hair' in the family
- baby, self, mum, dad, grandad etc.
- chart

Looking at the way things move

- over the earth (earthworms, millipedes etc.)
- on the water (pond skaters, boatman, etc.)
- in the water (amoeba, minnows, etc.)
- designing a better human swimmer!
- learning from nature to make machines!

Looking at the development of the moth/butterfly

- egg, lava, pupa, moth/butterfly
- measuring, classifying, seeing differences
- speculating from what you see
- drawing in detail

Looking at decay over time (take care with bacteria)

- varying the conditions
- different 'bread'
- fair testing
- how can it be measured?
- keeping records

Looking at feeding relationships (prey and predator)

- looking at relationships
- collect owl droppings
- describe 'a day in the life of'

Designing and making a new magnifier

- are there design weaknesses for your task?
- could it be made more flexible, accurate, etc?
- try out ideas and test
- why was it designed in this way?



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