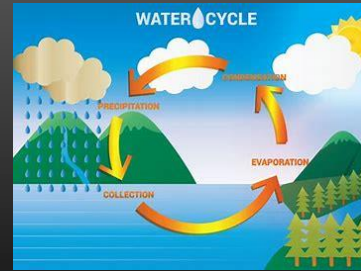


Scientific enquiry

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using straightforward scientific evidence to answer questions or to support their findings



Changes of states

This mini 'We are Scientists' project links to the 'We are Explorers – Ancient Egypt' project. When the children are learning about the River Nile, this will be linked to the Changes of State and the Water Cycle.

Scientific knowledge

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Lines of enquiry

It is important we understand 'how' we learn about Science.



Observing over time – Scrutin – eyes



Comparative and fair testing – Fair Flo



Identifying, classifying and grouping - Commander Classify



Pattern Seeking – Pattern Man



Research using secondary sources – Roger Research