

Science Term Three Second Half Animals around the world

End of year expectations for The World- working scientifically

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

Vocabulary

Life cycles, butterflies, caterpillars, animal names, float, sink, water, fish names,

Magnetic,

Experiment words / predict, find out, measure, estimate, compare and describe.

Suggested equipment and resources to support the world working scientifically.

Tubs for planting seeds. Grubs for growing caterpillars, magnifying glasses, boxes for floating and sinking. Magnetic objects

Real fish such as sardines to show the children.

Key learning linked to Working Scientifically

Explore/observe: look closely at/notice

Describe: talk about what they notice/observe: talk about changes they notice and changes over time

Record: draw pictures, take photographs, make models or scrapbooks.

Questioning: shows an interest in/ is curious about; ask questions about what notice observe or changes that occur

Explain: talk about why things happen/occur: talk about how things work.

Research: talk to people(visits/visitors/family) think of questions to ask how things work: use first hand experiences/use secondary sources (egg books, photographs, internet)

Equipment and measures: use sense / use simple equipment to make observations, (eg magnifiers, pipettes, egg timers, digital microscopes, etc.)

Animals all around

Continue with planting seeds outside.

Show the children real fish and talk about their properties

Make boats and see which will float and which sink

Have a session on magnet and go on a magnet hunt to see where is magnetic in and outside the school

Talk about elephants and relate to Handa's surprise story.

Links to people

Grace Darling

Lifeboat Rescue Service

Questioning and provocations

Describe

How does it look?

How does: look, taste, feel sound, smell

Can you show me?

Can you tell me/

Can you tell me which?

Can you describe?

What's happening?

What's happening here?

What happens when you?

Can you tell me what?

How does that work?

What did you notice when?

Compare and Contrast

What is the same about?

What is different Which ones?

Why?

Why it happened?

Why did?

Why do you think?

Why do you think?

Can you tell me why?

Tell me why?

I wonder

What could we do next?

I wonder if?

What will happen if we?

How can you show?

How can we found out if?

Can you find another that will?

Can you think of another way?

How could we make it better?

How could we improve?