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| **Resources** | **How is it organised and why** | **Link to EYFS / Research / C of EL** | **Adult Role** |
| **Investigation Station**   * Empty investigation trays * Paper, clipboards and pencils * Note books and pencils * Microscope * Thermometer * Torches (kinetic) * Colour paddles * Mirrors * Magnifying glasses * Plastic tweezers * Kaleidoscopes * Magnets and related resources * Mechanisms- wind-uo toys, moveable toys, slinkies * Prisms * Hanging reflective mobile   **Tinker/ Take apart Table**   * Pipe cleaners * Styrofoam balls/ blocks * Rubber bands * Golf tees * Wooden hammers/ screwdrivers * Wooden compartment tray * Wooden empty, shaped containers * Objects/ appliances to take apart   **Non-fiction books**   * Books about seasonal changes, machines etc. * Books about scientific theories/experiments | * Having enough table/ floor space allows children the room to try out discoveries * Resources are presented in sectioned containers and labelled * Reference library positioned in dry area of the space allowing for easy access * Tongs, tweezers, empty containers, magnifying glasses * Prisms and light paddles positioned next to torches to encourage exploration * Hanging reflective mobile to encourage exploration | * Investigating light through using prisms, colour paddles, torches, light table and reflective mobiles, linked to UW * Examining items closely using magnifying glasses, microscope etc, linked to UW * Testing out simple machines, linked to UW * Experimenting with colour and change linked to EAD * Investigating how materials can transform, linked to UW * Collecting natural resources from outside and recording them, linked to Maths & CL * Making choices, accepting challenges and embracing serendipity, linked to PSE * Using reference books to find and discover, linked to Literacy * Labelling and recording discoveries linked to Literacy * Using tools to support experiments, linked to PD * Operating simple machines, linked to PD * Caring for living things (i.e. plants), linked to PSE & UW * Classifying objects according to attributes of size, species, colour and so on, linked to UW * Talking about the investigative process, linked to CL | * Be a co-constructor, a fellow learner who is passionate and enthusiastic about investigating * Ask questions that can facilitate deeper levels of inquiry… * Provide constructive feedback on children's processes * Offer direct help when asked. * Model thinking out loud to encourage children to talk about the "here and now" * Instigate provocations that require a collaborative response * Suggest strategies to help children on the journey of discovery * Use scientific language: * *Observing* * *Predictions* * *Hypothesising* * *investigating* * *problem solving* * *Change* * *Same* * *Different*   **Questions**   * *What do you notice about ….?* * *What are you attempting to …...?* * *What do you think will happen?* * *If you change ............then …......*   Encourage children to use feedback to revisit learning |