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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 |