**‘We Are Scientists’ at Grove Road**

**Stem Sentences *(to use throughout)***   
**I can see \_\_\_\_\_\_\_.  
I think \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.  
I wonder \_\_\_\_\_\_\_.  
Why/how/what/where \_\_\_\_\_\_\_?**

**I predict that \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.  
I expect to see \_\_\_\_\_\_\_ because\_\_\_\_\_\_\_.  
We want to test \_\_\_\_\_\_\_ to find out if \_\_\_\_\_\_\_.  
To find out \_\_\_\_\_\_\_ we could \_\_\_\_\_\_\_.  
If we change \_\_\_\_\_\_\_ then \_\_\_\_\_\_\_.  
It is a fair test because \_\_\_\_\_\_\_.**

**My results show \_\_\_\_\_\_\_.  
I found out that\_\_\_\_\_\_\_.  
I was surprised when \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.  
I noticed that \_\_\_\_\_\_\_.  
The similarities/differences between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are \_\_\_\_\_\_\_.  
Based on \_\_\_\_\_\_\_ I can conclude that \_\_\_\_\_\_\_.  
The pattern I noticed is \_\_\_\_\_\_\_.**

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| **Wonder  +**  **Ask** | |  | | **Discover  + Investigate** | | |  | **Explain  + Describe** | | |
| *‘Way in’ to a scientific investigation.  Scientific enquiry. Capture the children’s curiosity.* | |  | | *Children discover and learn about today’s learning point.  Investigations and practical experiments are carried out here.* | | |  | *Children reflect upon and record their scientific findings.*  *Children are encouraged to draw conclusions and recognise relationships.* | | |
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| I see, I think, I wonder.  Display an object/picture/concept cartoon or other exciting ‘way-in’ to a scientific investigation.  Consider real life questions/problems/dilemmas or a question that scientists in the past have had to answer and overcome.  What other questions do the children have? What would they like to find out? | |  | | Key scientific questions are answered through a series of practical investigations.  Kagan structures support cooperative discovery and discussion.   Key scientific vocabulary is highlighted and displayed as it arises for the children to use.   Metacognitive strategies support children’s learning of new concepts.  \*Identify and address misconceptions.\* | | |  | Guided practice- careful modelling of scientific findings.  Seesaw can be used to capture children’s discoveries and reflections.  **Planning Tools**   * Fronter * Switched on Science * Stem science resources   Opportunities are created for children to record scientific findings using graphs and scientific write-ups.  **Assessment**   * Fronter Ladders * Observations of children * Seesaw * End of topic quiz * OTrack | | |
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| **The Learning Environment Working Wall:** Displayed as a journey and added to each week.  *Stimulating questions, key vocabulary, stem sentences, Fronter ladder, work/findings/pictures from lessons.*  **The ‘feel’:** Enthusiasm for Science is clear! Children are engaged, excited and curious. | | | | | | | | | | | | | | | | |