



SHOBNALL PRIMARY SCHOOL SCIENCE PROGRAMME OF STUDY



LONG TERM OVERVIEW FOR SCIENCE

KEY: PHYSICS STRAND BIOLOGY STRAND CHEMISTRY STRAND

NATIONAL CURRICULUM								
AUTUMN TERM (1 st HALF)	AUTUMN TERM (2 nd HALF)	SPRING TERM (1 st HALF)	SPRING TERM (2 nd HALF)	SUMMER TERM (1 st HALF)	SUMMER TERM (2 nd HALF)			
<p>YEAR 1</p> <p>In Year 1, we study the national curriculum to ensure that knowledge and skills build on what has been taught before and towards our curricular goals outlined above. Please refer to Science programmes of study: key stages 1 and 2:</p> <ul style="list-style-type: none"> Key stage 1 – year 1 (pages 7 – 9) 								
<p>Investigative Focus <i>Red - year focus</i> <i>Black - previous year's focus</i></p>	<p>Make simple observations. Predict what will happen.</p>	<p>National Curriculum – Working Scientifically</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions 	<p><u>EVERYDAY MATERIALS</u></p> <p>To investigate materials</p> <p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><u>EVERYDAY MATERIALS</u></p> <p>To investigate materials</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><u>ANIMALS, INCLUDING HUMANS</u></p> <p>To understand animals and humans</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p><u>ANIMALS, INCLUDING HUMANS</u></p> <p>To understand animals and humans</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>SEASONAL CHANGES</u></p> <p>To understand seasonal changes</p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>PLANTS</u></p> <p>To understand plants</p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>

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		<ul style="list-style-type: none"> gathering and recording data to help in answering questions 				
Suggested Investigations <i>(see codes)</i>	What happens to teddy when I test different materials to make an umbrella? (O)	What type of material would make a suitable material for a coat? (C)		Which sense will help me the most to find the missing bear? (C)	What happens to the weather throughout the week? Why is the weather like this? (O)	Observe the growth of a bean plant (O)
YEAR 2	In Year 2, we study the national curriculum to ensure that knowledge and skills build on what has been taught before and towards our curricular goals outlined above. Please refer to Science programmes of study: key stages 1 and 2: <ul style="list-style-type: none"> Key stage 1 – year 2 (<i>pages 10 – 12</i>) 					
	<p style="text-align: center;"><u>USES OF EVERYDAY MATERIALS</u></p> <p style="text-align: center;">To investigate materials</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p style="text-align: center;"><u>ANIMALS, INCLUDING HUMANS</u></p> <p style="text-align: center;">To understand animals and humans</p> <p>I can notice that animals, including humans, have offspring which grow into adults.</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p style="text-align: center;"><u>LIVING THINGS AND THEIR HABITATS</u></p> <p style="text-align: center;">To investigate living things</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p style="text-align: center;"><u>LIVING THINGS AND THEIR HABITATS</u></p> <p style="text-align: center;">To investigate living things</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center;">To understand plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p>	<p style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center;">To understand plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
Investigative Focus <i>Red - year focus</i> <i>Black - previous year's focus</i>	Make observations. Predict what will happen using scientific vocabulary.	National Curriculum – Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment 				

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	Collating and record results in a variety of ways (table, bar chart).		<ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 			
Suggested Investigations (see codes)	Can the shape of an object be changed? (C)	Does the amount of exercise carried out affect the pulse rate? (PS) Do younger children have a faster pulse? (PS)		Why do fish live in water and not on land? (R)	What happens to a plant over time? (O)	What do plants need in order to grow well? (C)
YEAR 3	<p>In Year 3, we study the national curriculum to ensure that knowledge and skills build on what has been taught before and towards our curricular goals outlined above. Please refer to Science programmes of study: key stages 1 and 2:</p> <ul style="list-style-type: none"> Lower key stage 2 – year 3 (pages 16 – 19) 					
	<u>ROCKS</u>	<u>LIGHT</u>	<u>FORCES AND MAGNETS</u>	<u>FORCES AND MAGNETS</u>	<u>PLANTS</u>	<u>ANIMALS, INCLUDING HUMANS</u>
	<p>To understand rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>I can recognise that soils are made from rocks and organic matter.</p>	<p>To understand light and seeing</p> <p>I can recognise that they need light in order to see things and that dark is the absence of light.</p> <p>I can notice that light is reflected from surfaces.</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p>	<p>To understand movement, forces and magnets</p> <p>I can compare how things move on different surfaces.</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p>	<p>To understand forces and magnets</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>To understand plants</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>I can investigate the way in which water is transported within plants.</p>	<p>To understand animals and humans</p> <p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

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		I can find patterns in the way that the size of shadows change.			I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
Investigative Focus <i>Red - year focus</i> <i>Black - previous year's focus</i>	<p>Make observations.</p> <p>Predict what will happen.</p> <p>Collating and record results in a variety of ways (table, bar chart).</p> <p>Making the test fair and being able to explain how this has happened.</p>		<p>National Curriculum- Working Scientifically</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • 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, including thermometers and data loggers • 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 • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 			
Suggested Investigations <i>(see codes)</i>	Which soil is the most permeable? (C)	Does the time of day affect the size of the shadow? (PS)	Are all metals magnetic? (C)		How is water transported into plants? (O) Is water always transported into plants the same way? (C)	Can taller children always jump the furthest? (PS) Are older children always stronger? (PS)
YEAR 4	<p>In Year 4, we study the national curriculum to ensure that knowledge and skills build on what has been taught before and towards our curricular goals outlined above.</p> <p>Please refer to <u>Science programmes of study: key stages 1 and 2:</u></p> <ul style="list-style-type: none"> • Lower key stage 2 – year 4 (<i>pages 20 – 23</i>) 					
	<u>ELECTRICITY</u> To understand electrical circuits	<u>ANIMALS, INCLUDING HUMANS</u> To understand animals and humans	<u>STATES OF MATTER</u> To investigate materials	<u>SOUND</u> To investigate sounds and hearing	<u>LIVING THINGS AND THEIR HABITATS</u> To investigate living things and their habitats	<u>LIVING THINGS AND THEIR HABITATS</u> To investigate living things and their habitats

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	<p>I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I can identify the different types of teeth in humans and their simple functions.</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can 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).</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p>Investigative Focus <i>Red - year focus</i> <i>Black - previous year's focus</i></p>	<p>Make observations.</p> <p>Predict what will happen.</p> <p>Record results in a variety of ways (table, bar chart).</p> <p>Making the test fair (dependent and independent variables).</p>	<p>National Curriculum- Working Scientifically</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • 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, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 				

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	<ul style="list-style-type: none"> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
Suggested Investigations (see codes)	Which material makes the best conductor? (C)	Which liquid will affect the enamel on our teeth the most? (O) (C)	Which setting will allow the water to be evaporated the quickest? (C) What happens to the wet sheet when it is outside? (O) Can all liquids evaporate? (PS)	Can sounds be heard through all materials? (C)		
YEAR 5	<p>In Year 5, we study the national curriculum to ensure that knowledge and skills build on what has been taught before and towards our curricular goals outlined above. Please refer to Science programmes of study: key stages 1 and 2:</p> <ul style="list-style-type: none"> Upper key stage 2 – year 5 (pages 27 – 30) 					
	<u>PROPERTIES AND CHANGE OF MATERIALS</u>	<u>PROPERTIES AND CHANGE OF MATERIALS</u>	<u>FORCES</u>	<u>LIVING THINGS AND THEIR HABITATS</u>	<u>ANIMALS, INCLUDING HUMANS</u>	<u>EARTH AND SPACE</u>
	<p>To investigate materials</p> <p>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p>	<p>To investigate materials</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>I can demonstrate that dissolving, mixing and</p>	<p>To understand movement, forces and magnets</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p>To understand living things and their habitats</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants and animals.</p>	<p>To understand animals and humans</p> <p>I can describe the changes as humans develop to old age.</p>	<p>To understand the Earth's movement in space</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>

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	<p>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>changes of state are reversible changes.</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>			<p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
<p>Investigative Focus <i>Red - year focus</i> <i>Black - previous year's focus</i></p>	<p>Make careful observations.</p> <p>Predict what will happen.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Make the test fair (dependent and independent variables).</p> <p style="color: red;">Write an effective conclusion using PEEL.</p>		<p>National Curriculum- Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 			
<p>Suggested Investigations <i>(see codes)</i></p>	<p>Which materials keeps the water cooler for longer? (C)</p> <p>Which material keeps the water warmer for longer? (C)</p>	<p>Does the temperature of water affect the speed in which sugar is dissolved? (C)</p> <p>Are all changes reversible?</p>	<p>Does the shape of an object affect the speed in which it falls to the ground? (O) (PS)</p>	<p>Are older children always taller? (PS)</p> <p>Do taller children always have bigger feet? (C) (PS)</p>		

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YEAR 6	<p>In Year 6, we study the national curriculum to ensure that knowledge and skills build on what has been taught before and towards our curricular goals outlined above. Please refer to Science programmes of study: key stages 1 and 2:</p> <ul style="list-style-type: none"> Upper key stage 2 – year 6 (pages 31 – 34) 					
	<u>LIGHT</u>	<u>ELECTRICITY</u>	<u>EVOLUTION AND INHERITANCE</u>	<u>LIVING THINGS AND</u>	<u>ANIMALS, INCLUDING HUMANS</u>	<u>ANIMALS, INCLUDING HUMANS</u>
	<p>To investigate light and seeing</p> <p style="color: red;">I can recognise that light appears to travel in straight lines.</p> <p style="color: red;">I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p style="color: red;">I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p style="color: red;">I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>To understand electrical circuits</p> <p style="color: red;">I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p style="color: red;">I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p style="color: red;">I can use recognised symbols when representing a simple circuit in a diagram.</p>	<p>To understand evolution and inheritance</p> <p style="color: blue;">I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p style="color: blue;">I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p style="color: blue;">I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>To understand plants</p> <p style="color: blue;">I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p style="color: blue;">I can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>To understand animals and humans</p> <p style="color: blue;">I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p style="color: blue;">I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>To understand animals and humans</p> <p style="color: blue;">I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>
<p>Investigative Focus <i>Red - year focus</i> <i>Black - previous year's focus</i></p>	<p style="color: red;">Design an investigation to test hypothesis.</p> <p>Predict what will happen explaining why E.g.</p> <p>If my hypothesis is true, then I predict we will...</p>		<p>National Curriculum- Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p>			

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	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Make the test fair (dependent and independent variables).</p> <p>Write an effective conclusion using PEEL.</p>		<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 			
<p>Suggested Investigations (see codes)</p>	<p>Does light always travel in straight lines? (O)</p> <p>Does the material being reflected on affect the angle of light? (PS) (C)</p>	<p>Does the buzzer always make the same sound when switched on? (O) (C)</p> <p>The bulb will always shine with the same brightness. (C)</p>	<p>Does everyone look like their biological parents? (C)</p> <p>Are girls more likely inherit more traits of their parents than boys? (PS)</p>	<p>Is mould more likely to appear when food is in a sealed container? (O) (C)</p> <p>Does the location affect the rate in which mould appears? (C)</p> <p>Does the temperature affect the rate mould appears? (PS)</p>	<p>To identify scientific evidence that has been used to support or refute ideas or arguments in the context of changing attitudes to smoking.</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate by creating an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data.</p> <p>Does the type of exercise impact the pulse rate and</p>	

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					time it takes to get back to the resting heartbeat? (C)
Scientific Enquiry Types and Examples					
Investigation Evidence Required in Floor Books	Observation over time (OB)	Identifying & Classifying (ID)	Pattern Seeking (PS)	Research (R)	Comparative (C)
	What happens to ice cubes?	What is an invertebrate? What is a vertebrate?	Did the people who did the most sport do the most jumps? Do taller children always have bigger feet? Do children with wider hand spans have bigger feet? Can children with longer legs jump further?	Using books and the internet to find out about a specific topic.	Which material can keep the water hot? Which material keeps the water cold?