

Questioning and Provocations – Provide opportunities to develop curiosity, where adults can model questions and children can ask questions.

## **Describe**

### *What is it like?*

How does.....look, taste, feel, sound, smell?  
 Can you show me...?  
 Can you tell me about ...?  
 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 you...?

### *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.....is happening/happened?  
 Can you tell me why..... ?  
 Tell me why ...?

## **I Wonder**

### *What could we do next?*

I wonder if.....  
 What if ...?  
 What will happen if we...?  
 How can you make ...?  
 How can you show...?  
 How could we find out if.....?  
 Can you find another that will...?  
 Can you think of another way...?  
 How could we make it better...?  
 How could we improve ...?  
 Can you create/invent/design...?

## Suggested equipment and resources to support The World – Working Scientifically

Magnifying glasses, pipettes, magnets, tweezers, mirrors, binoculars, bug viewers, torches, colour viewers.  
 Spotter sheets from [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk) (e.g. nature detectives – Bird Hunt)

Camera, Video, including ipads.  
 Digital microscopes e.g. Easi-scope.  
 Visualiser, and Sound recorders (e.g. microphones).  
 Speaking and listening technology (e.g. talking pegs/postcards/magnifying glasses).  
 Lightbox, light table/panel to use with a range of resources including x-rays.