**Different types of enquiry**

**Observing over time: children observe or measure how one variable changes over time**

Examples

Frog spawn in the pond

Butterflies ‘grown’ in the classroom

Birds nesting /nest boxes / chicks in incubators

Seasonal change – trees and flowers etc

Weather

Water evaporating from a pond or puddle

Growing plants from seed to flower or fruit – seeds, bulbs, seedlings

**Identifying and Classifying – children identify features or tests that help them distinguish between different things.**

Examples

Sorting and grouping minibeasts in different ways – sorting rings, Venn and Carroll diagrams – How can we group…organise…sort the data from our survey?

 Using keys – Can you identify…?

 Identifying plants and animals – Is that bird a pigeon or a seagull?

**Pattern seeking – children observe and record phenomena, carry out surveys or collect data from secondary sources and then identify relationships between data in their findings.**

Examples

 Which birds visit the feeding station?

 How many chicks/eggs do different types of bird produce?

 Do insects visit some flowers more than others?

Where will we find the most minibeasts?

Are all daisy leaves the same?

Do all flowers have the same number of petals?

**Research – children use secondary sources of evidence.**

Examples

Why do birds migrate?

Which birds migrate (from here)? Where do they spend winter?

Which winter visitors come here? Where from?

Why do different animals live in different places?

How are their bodies adapted to suit their habitat?

Why are bumble bees becoming more scarce?

What is the impact of climate change / drought / flood on plants and animals?

How do plants survive in very wet or dry places?

**Fair Testing – children identify the effect of changing one variable on another whilst attempting to keep other variables constant.**

Examples

 Do honey bees prefer red or yellow flowers?

Do woodlice move more in dark or light conditions?

Do seeds need to be planted the right way up?

How does the shape of a leaf affect the way it falls?