

# EYFS Investigation Areas at Kessingland Church of England Primary Academy



Development Matters		Look, listen, note		Adult Role	
<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change. (UW)</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED)</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UW)</li> <li>Talks about why things happen and how things work. (UW)</li> <li>Maintains attention and concentrates during appropriate activity. (CL)</li> <li>Play alongside other children who are engaged in the same theme. (EAD)</li> </ul>		<ul style="list-style-type: none"> <li>How do children find out about things in the environment?</li> <li>How do children investigate everyday objects?</li> <li>How do children talk about different features of the surroundings?</li> <li>Do children connect photos to places in the environment?</li> <li>How children talk about the quality of their environment.</li> <li>Do the experiences on offer challenge and extend the children's thinking?</li> </ul>		<ul style="list-style-type: none"> <li>Model vocabulary and encourage the children to discuss their thinking.</li> <li>Ask open-ended questions to stimulate discussion.</li> <li>Model investigative skills and language.</li> <li>Model the use of books and ICT to research.</li> <li>Scribe children's thoughts and ideas.</li> <li>Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	
Permanent Resources			Resource Organisation		
<ul style="list-style-type: none"> <li>Books - fiction, non-fiction</li> <li>Photographs, posters</li> <li>Mark making equipment, clipboards</li> </ul>		<ul style="list-style-type: none"> <li>Magnifying glasses</li> <li>Natural materials</li> </ul>		<ul style="list-style-type: none"> <li>Specific investigation area</li> <li>Tuff spot, table, interactive display</li> <li>Books displayed</li> <li>Images</li> <li>Boxes/baskets labelled</li> </ul>	
Enhancements		Key Questions		Key Vocabulary	
<ul style="list-style-type: none"> <li>Magnets</li> <li>Colour paddles</li> <li>Torches</li> <li>Pipettes, food colouring</li> <li>Padlocks and keys</li> <li>Fasteners</li> <li>Feely box/bag</li> <li>Everyday items, utensils</li> </ul>		<ul style="list-style-type: none"> <li>Discovery bottles</li> <li>Plants</li> <li>Scents</li> <li>Mini-beasts</li> </ul>		<ul style="list-style-type: none"> <li>What do you think will happen if...?</li> <li>Why did that happen?</li> <li>What else could we try?</li> <li>What worked best?</li> <li>How does it work?</li> <li>How has it changed?</li> <li>What does it look/feel/smell/sound like?</li> <li>How can we record what we have found?</li> <li>What do we need to try?</li> </ul>	<ul style="list-style-type: none"> <li>Investigation kit names ie. mirror, magnifying glass, binoculars</li> <li>Material names ie. shell, stone, pine cone, plastic, wood,</li> <li>Positional vocab: under, over, next to, inside etc.</li> <li>Time related vocab: first, next, last</li> <li>Names of plants, minibeasts and animals in areas</li> </ul>