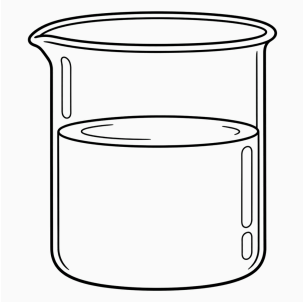
Floating and Sinking Investigation

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

A shallow tray of water, towel, large cork, large wooden block and large metal spoon.



Instructions

1. Predict whether each object will float or sink.
2. Place one object gently into shallow water. Observe without pushing it.
3. Remove it and test the next object. Record each result.
4. Compare your results with your predictions.

1. My prediction

Observation

Safety: An adult supervises water use. Keep water shallow, wipe spills and keep it away from electricity. Use large objects; do not put anything in mouths.

Floating and Sinking Investigation

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: An object floats when the water can provide enough upward force to support its weight. Material, shape and trapped air affect what happens; heavy objects do not always sink.

1. One further question

2. How I could test it safely with an adult

Background source: https://www.amnh.org/learn-teach/resources-for-learning/hall-of-ocean-life/cartesian-diver

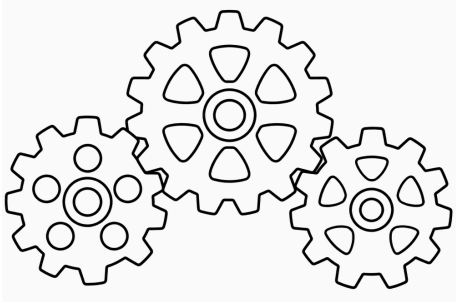
Static Electricity Investigation

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

A plastic comb, dry cloth and small paper scraps on a tray.



Instructions

1. Predict what will happen when the comb is near paper.
2. Hold the comb close without touching. Record what happens.
3. Rub the comb with the cloth several times.
4. Hold it near the paper again. Compare before and after.

1. My prediction

Observation

Safety: Use a plastic comb and paper only. Keep scraps on the tray, away from mouths. Do not use mains electricity or rub anyone's hair without consent.

Static Electricity Investigation

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: Rubbing can transfer electric charge between materials. A charged comb can attract nearby neutral paper by rearranging charges within it. Conditions such as humidity can affect the result.

1. One further question

2. How I could test it safely with an adult

Background source: https://annex.exploratorium.edu/science-explorer/roller.html

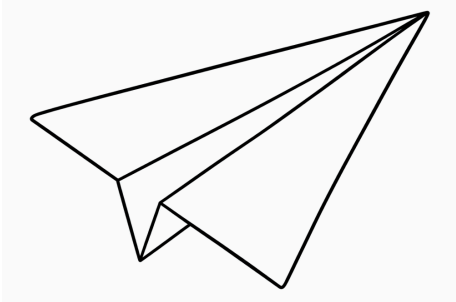
Paper Plane Investigation

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

Two sheets of the same paper, tape for a start line, measuring tape and a clear flight area.



Instructions

1. Fold two planes with different wing shapes.
2. Predict which design will travel farther.
3. Launch each from the same line using a similar gentle throw. Repeat three times.
4. Measure each distance, then compare the results.

1. My prediction

Observation

Safety: Use blunt paper planes and a clear area. Launch away from people, faces and animals. Provide a seated launch option.

Paper Plane Investigation

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: A moving plane is affected by gravity and forces from the air. Shape, launch speed and angle can change its flight. Repeated trials help show whether a result is consistent.

1. One further question

2. How I could test it safely with an adult

Background source: https://www1.grc.nasa.gov/beginners-guide-to-aeronautics/paper-airplanes-plans/

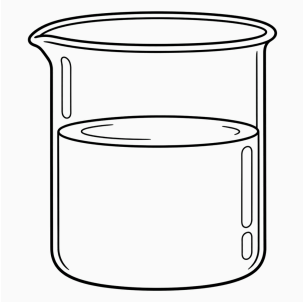
Paper Chromatography

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

Coffee filter strips, washable water-based marker, cup, pencil and a small amount of water.



Instructions

1. Draw a small marker dot above the bottom of a strip.
2. Predict whether the ink has more than one colour.
3. Stand the bottom in water with the dot above the water line.
4. Watch the water rise. Remove and dry the strip; record separated colours.

1. My prediction

Observation

Safety: Use washable water-based markers and water only. No solvents, tasting or permanent markers. An adult manages spills.

Paper Chromatography

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: Water travels through the paper. Some ink components dissolve and move different distances. This can separate a mixture into visible bands; not every marker separates visibly.

1. One further question

2. How I could test it safely with an adult

Background source: https://www.acs.org/education/activities/mystery-markers.html

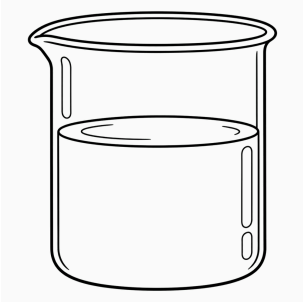
Surface Tension Investigation

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

Shallow water tray, large plastic-coated paperclip, small piece of tissue and one drop of dishwashing liquid.



Instructions

1. Predict whether the paperclip can rest at the water surface.
2. Lay tissue on the water and place the paperclip flat on it.
3. Wait as the tissue becomes wet and sinks. Observe the clip.
4. Add one drop of dishwashing liquid away from the clip and observe again.

1. My prediction

Observation

Safety: Adult supervision. Keep the clip and detergent away from mouths and eyes. Wash hands after the activity and wipe spills.

Surface Tension Investigation

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: Water molecules attract one another, creating surface tension. A carefully placed small object can be supported at the surface. Detergent lowers surface tension; results depend on placement.

1. One further question

2. How I could test it safely with an adult

Background source: https://www.acs.org/middleschoolchemistry/lessonplans/chapter5/lesson2.html

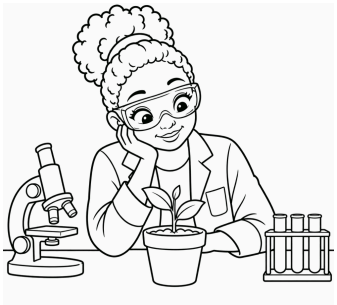
Shadow Investigation

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

A flashlight, opaque toy or card shape, paper and pencil.



Instructions

1. Place the object between the flashlight and paper.
2. Predict how moving the light will change the shadow.
3. Change only the light-to-object distance. Trace two shadows.
4. Compare their sizes and explain what you observed.

1. My prediction

Observation

Safety: An adult checks the light. Never look directly into bright lights or point them at eyes. Do not use lasers or stare at the Sun.

Shadow Investigation

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: An opaque object blocks light travelling toward a surface. Moving the light or object changes the area where light is blocked and can change the shadow's size.

1. One further question

2. How I could test it safely with an adult

Background source:
https://www.exploratorium.edu/sites/default/files/files/Tinkering%20Studio%20Light%20and%20Shadow%20Starter%20Cards_English.pdf

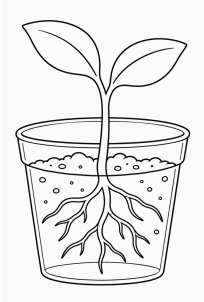
Seed Germination Diary

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

Large bean seed, clear container, damp paper towel and a recording sheet.



Instructions

1. Place the seed beside a damp paper towel in a clear container.
2. Predict which part you might see first.
3. Keep the towel damp, not flooded; observe daily for a week.
4. Draw changes and record days when roots or shoots appear.

1. My prediction

Observation

Safety: An adult handles containers and checks for mould. Do not eat experiment seeds. Wash hands; discard mouldy materials without children handling them.

Seed Germination Diary

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: A viable seed can begin growing when conditions such as water, oxygen and temperature are suitable. Stored food supports early growth. Some seeds need particular additional conditions.

1. One further question

2. How I could test it safely with an adult

Background source: https://www.sciencelearn.org.nz/images/4956-germination

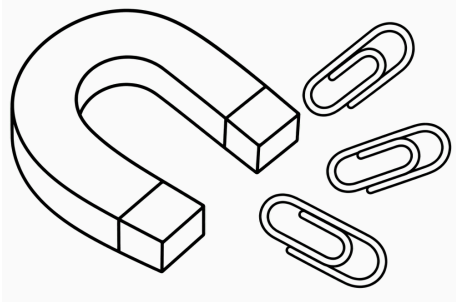
Magnet Investigation

Name / chosen name: _____

Work with an adult. Predict before testing; observations describe what actually happened.

Materials

One large encased classroom magnet, large steel spoon, plastic block, wooden block and paper.



Instructions

1. Predict which objects will be attracted.
2. Bring the magnet close to each object without forcing contact.
3. Record attracted or not attracted.
4. Test whether it can attract the spoon through one sheet of paper.

1. My prediction

Observation

Safety: Use a large encased magnet checked by an adult, with no loose strong magnets. Keep magnets away from mouths and follow classroom equipment procedures.

Magnet Investigation

Name / chosen name: _____

Record and explain

1. What happened?

2. Was it different from my prediction?

3. What did I change or keep the same?

Scientific explanation: Magnets attract certain materials, including many objects made from iron or steel. They do not attract every metal. A magnetic force can act across a small gap or through some materials.

1. One further question

2. How I could test it safely with an adult

Background source: https://www.sciencelearn.org.nz/resources/2562-introducing-magnetism

FOUNDATION–YEAR 6

Paper Bridge Challenge

Name / chosen name: _____

Challenge: Build a paper bridge across a 15 cm gap that holds three equal blocks.

Materials: Two sheets of paper, two book supports, tape and three large blocks.

My design sketch

My prediction and plan

1. First test result

2. One change I will make

Test: Change folds or layers; keep the gap and test blocks the same.
Safety: Test low over a clear table; keep fingers clear of falling blocks.

FOUNDATION–YEAR 6

Tallest Paper Tower

Name / chosen name: _____

Challenge: Build the tallest free-standing paper tower that stands for 10 seconds.

Materials: Two sheets of paper, a small strip of tape and a ruler.

My design sketch

My prediction and plan

1. First test result

2. One change I will make

Test: Try a wider base or different folds. Measure height and record stand time.
Safety: Build on a stable table; no standing on chairs.

FOUNDATION–YEAR 6

Build a Boat That Floats

Name / chosen name: _____

Challenge: Build a foil boat that floats and supports large counters.

Materials: One square of foil, a shallow water tray, towel and large counters.

My design sketch

My prediction and plan

1. First test result

2. One change I will make

Test: Keep foil size the same. Add one counter at a time and count before sinking.
Safety: Adult water supervision; keep counters away from mouths and wipe spills.

FOUNDATION–YEAR 6

Parachute Challenge

Name / chosen name: _____

Challenge: Design a small parachute that slows a soft paper ball.

Materials: Paper or cloth, four short strings, tape and a soft paper ball.

My design sketch

My prediction and plan

1. First test result

2. One change I will make

Test: Drop from the same low height three times; compare fall times.
Safety: No climbing, throwing at people or tying string around bodies.

Science Bingo

Name / chosen name: _____

Notice, try or discuss a square. Mark a row of three. You may point, use a partner, invent an example or pass. Never require personal details.

Use a ruler	Record a result	Try another test
Test one change	Draw a diagram	Notice a shadow
Ask a question	Explain an idea	Improve a model

Science Bingo

Name / chosen name: _____

Notice, try or discuss a square. Mark a row of three. You may point, use a partner, invent an example or pass. Never require personal details.

Notice a shadow	Observe carefully	Compare designs
Make a prediction	Record a result	Read a science book
Explain an idea	Investigate a seed	Try another test

Science Bingo

Name / chosen name: _____

Notice, try or discuss a square. Mark a row of three. You may point, use a partner, invent an example or pass. Never require personal details.

Record a result	Sort by a property	Try another test
Improve a model	Read a science book	Make a prediction
Use a ruler	Compare designs	Investigate a seed

Science Bingo

Name / chosen name: _____

Notice, try or discuss a square. Mark a row of three. You may point, use a partner, invent an example or pass. Never require personal details.

Observe carefully	Test one change	Improve a model
Read a science book	Notice a shadow	Investigate a seed
Explain an idea	Try another test	Draw a diagram

Science Bingo

Name / chosen name: _____

Notice, try or discuss a square. Mark a row of three. You may point, use a partner, invent an example or pass. Never require personal details.

Observe carefully	Record a result	Notice a shadow
Ask a question	Try another test	Investigate a seed
Read a science book	Test one change	Explain an idea

Science Bingo

Name / chosen name: _____

Notice, try or discuss a square. Mark a row of three. You may point, use a partner, invent an example or pass. Never require personal details.

Notice a shadow	Investigate a seed	Make a prediction
Test one change	Observe carefully	Compare designs
Explain an idea	Try another test	Sort by a property

Science Bingo

Name / chosen name: _____

Calling and discussion reference: read a choice aloud, pause for an optional example, then choose another. Cards have different arrangements.

1. Make a prediction
2. Observe carefully
3. Record a result
4. Compare designs
5. Ask a question
6. Use a ruler
7. Draw a diagram
8. Try another test
9. Improve a model
10. Notice a shadow
11. Investigate a seed
12. Sort by a property
13. Explain an idea
14. Read a science book
15. Test one change
16. Listen to a partner

FOUNDATION–YEAR 6

Prediction or Observation

Name / chosen name: _____

Write each card number under a category, or cut and place the cards. Explain one choice.

Prediction	Observation

1. The boat will float.

2. The boat floated for 20 seconds.

3. I think the shadow will get larger.

4. The shadow was 12 cm long.

5. The magnet may attract the spoon.

6. The magnet attracted the spoon.

1. One reason for my choice

FOUNDATION–YEAR 6

Science Word Search

Name / chosen name: _____

Find 12 words across, down, diagonally or backwards. Circle each whole word.

Y	M	D	F	L	O	A	T	U	H	B	Z	H	L	Q	J
N	W	E	G	D	I	R	B	J	Y	T	S	V	M	A	A
L	O	F	W	Z	P	C	Z	Z	P	J	U	W	I	X	H
L	D	P	C	B	V	I	D	T	D	O	E	K	C	K	N
J	A	K	N	Z	T	C	I	D	E	R	P	E	T	F	R
O	H	W	J	P	E	Q	Z	F	O	R	C	E	C	O	E
Q	S	L	S	C	N	R	Q	A	N	R	N	D	B	A	C
E	E	C	D	M	D	V	A	A	U	S	P	S	Z	A	O
T	E	N	G	A	M	M	R	P	Z	F	E	O	G	N	R
Q	D	K	A	H	Q	P	Q	Z	M	R	D	L	W	G	D
O	W	E	R	E	I	Q	D	Q	V	O	Z	N	R	S	M
V	D	M	E	E	O	I	D	E	P	P	C	M	O	L	L
S	Q	G	O	S	Q	P	N	L	N	L	H	T	U	I	R
F	T	H	W	J	D	N	C	B	P	F	O	T	L	G	H
F	T	S	E	T	R	D	M	T	S	R	V	Z	D	H	X
P	D	P	E	X	P	T	N	P	P	U	O	Q	T	T	R

PREDICT · OBSERVE · TEST · RECORD · COMPARE · MAGNET · SHADOW · SEED · BRIDGE · FLOAT · FORCE · LIGHT

1. Use one word in your own sentence

_____

_____