

SCIENCE Blank-level question suggestions

Level 1

- Name equipment.
- Find equipment/objects by name.
- Match pieces of equipment with others that have the same function.

Level 2

- Identify by properties or attributes e.g. 'Which material is flexible/rigid?'
- Identify items by a description of their function, e.g. 'What pumps blood in the body?', 'Which could you use to make clothes?' Try this first where the items or pictures of the items are in front of the child; in later lessons, try this where the items are not visible.
- Categorise items, e.g. 'Yes, a whale is a mammal, what other mammal can you think of?'
- Describe what is happening e.g. 'What happens to the shadow?'

Level 3

- Recount, in sequence, the steps taken in an investigation. The task will be easier if the child has the materials in front of him to give a visual reminder. Initially support the child, either: by supplying the information (sentence strips or photos) for the child to correctly organise, by giving alternatives, e.g. you do X or Y next?' or a prompt 'What happened after you did X?' for each step.
- Name something that's in the category but has an exception, e.g. 'Which bird can't fly?'
- Name something that does not fit the category. 'Which of these materials is rigid but not transparent?'
- Predict the outcome of the investigation. This prediction must be obvious. 'This slope has a rough surface. How fast will the car go? Define words and technical terms e.g. 'What does transparent mean?'

Level 4

- Justify a prediction made a Level 3, e.g. 'Why will X happen?' or 'Why did Y happen?'
- Present a solution to a possible problem, e.g. 'The soil is really dry, what should we do?'
- Justify why a certain course of action has been taken, e.g. 'Why did we use equipment X rather than equipment Y?'
- Make a judgement, e.g. 'How do you know X happened?'