

















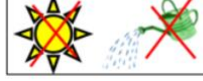



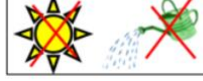



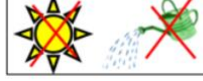


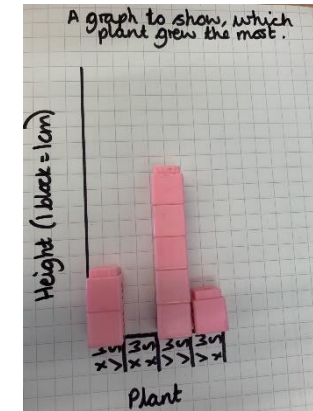
Showing Results

EYFS	<p>Photos of before and after. Whole class results recording. Grouping items by properties into hoops.</p>	<p>Photos to show before and after something has happened (this could be growing plants, mixing colours etc).</p> <p>Children to all help to record results in a tally, each child responsible for making a choice/ adding their tally mark for their findings etc.</p> <p>Children to group items/ images based on characteristics e.g. two hoops on the floor and children place all soft items in one hoop and hard ones in the other hoop.</p>															
Year 1	<p>Child to take a photo of the plant each time they check on it and write on the picture how many cm it has grown that day. At the end of the investigation the children will complete a pre-made pictogram to show the amount of cm each plant has grown (each picture represents 2cm).</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">  = 1 cm </td> </tr> <tr> <td style="text-align: center;">  </td> <td></td> </tr> <tr> <td style="text-align: center;">  </td> <td></td> </tr> <tr> <td style="text-align: center;">  </td> <td></td> </tr> <tr> <td style="text-align: center;">  </td> <td></td> </tr> </table>		 = 1 cm													
	 = 1 cm																
																	
																	
																	
																	
Year 2	<p>Child to make a tally to represent each cm the plant grows each time they check on it. They are to keep building on this each time. At the end of the investigation children to show their results in a pre-made tally chart to show the amount of cm each plant has grown (each tally line is 1cm).</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Tally</td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">A plant with just sunlight</td> <td></td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">A plant with water and sunlight</td> <td></td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">A plant with no sunlight but has water.</td> <td></td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">A plant with no sunlight and no water.</td> <td></td> </tr> </table>			Tally		A plant with just sunlight			A plant with water and sunlight			A plant with no sunlight but has water.			A plant with no sunlight and no water.	
		Tally															
	A plant with just sunlight																
	A plant with water and sunlight																
	A plant with no sunlight but has water.																
	A plant with no sunlight and no water.																

Year 3

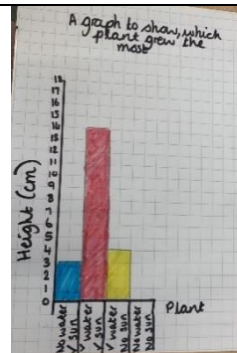
Each day record results in a pre-made table. At the end of the investigation children are to round their results to the nearest whole to then create a bar graph (pre-made question to be given as the title) using counting block and a large piece of paper (each block represents 1 cm). Discuss as a class what the x and y axis should be as well as the scale. Create a class example.

	Total cm grown Wk 1	Total cm grown Wk 2	Total cm grown Wk 3	Total cm grown Wk 4	Total cm grown Wk 5
A plant with just sunlight					
A plant with water and sunlight					
A plant with no sunlight but has water					
A plant no sunlight and no water					



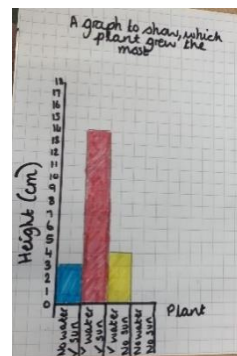
Year 4

Each day record results in a pre-made table (table should not have labels these should be discussed as a class and then completed). At the end of the investigation children are to create a bar graph of their results. As a class create a question for the title, then discuss what the x and y axis should be and help each group to decide what their scaling should be. Children are then to create their bar graph in partners.

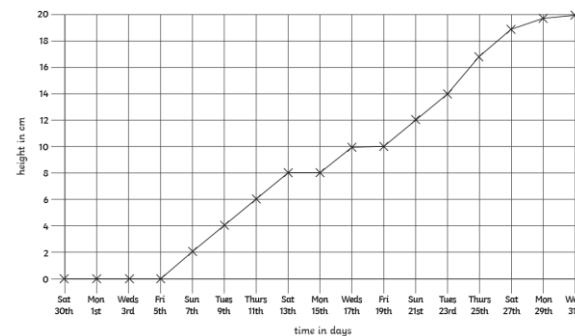


Year 5

Teacher to show examples of different tables to the children and discuss as a class, which ones would be best to record the investigation in. Children to create their own tables in their books (discuss the importance of proportions). Children to then record their results each day. Show children a range of graphs and ask them again which ones would be most suitable for the investigation. Where possible use a line graph. Children are to draw the graph on their own (as a class discuss scaling).

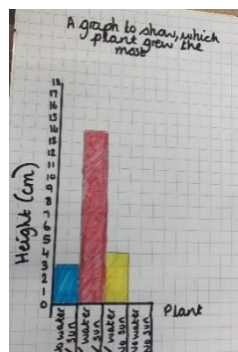


Here is a line graph showing a sunflower's growth. It was planted on Saturday 30th July and its height was measured every 2 days.



Year 6

Teacher to show examples of different tables to the children and discuss as a class, which ones would be best to record the investigation in. Children to create their own tables in their books (discuss the importance of proportions). Children to then record their results each day. Show children a range of graphs and ask them again which ones would be most suitable for the investigation. Where possible use a pie graph. Children are to draw the graph on their own (as a class discuss scaling). If using a pie graph give children pre-drawn circles and as a class complete the maths to convert results to percentages or the use of the internet can be used to generate pie chart.



Here is a line graph showing a sunflower's growth. It was planted on Saturday 30th July and its height was measured every 2 days.

