

## Science Sentence Stems

### Exploring (an object, concept or phenomenon)

- I can see ...
- I noticed ... / I observed ...
- **3 things I noticed about ... were ...**
- I noticed that ... / I observed that...
- I was surprised to notice ... because ...
- I noticed that ... and this links to what we have been learning about ...

Leading to a question

- A question I have is ...?

### Asking Questions

Scaffolding Testable Questions

- I wonder ...?
- I wonder if...? / I wonder what ...?
- **What if I tried ...? / I wonder what would happen if I tried ...?**
- **What if I changed ...? / I wonder what would happen if I changed ...?**
- If I change ... what will happen to ...?
- How will changing ... affect ...?
- What will be the effect on ... if I change ...?

Other question stems

- **My question about ... is ...?**
- Can ...?
- Does ...?
- How ...?
- Why ...?

### Making predictions

- I think ...
- I think ... **because** ...
- I think I will see ... because ... / I think ... will happen because ...
- **I predict that ... because ... / My prediction is ... because ...**
- **If I change ... (variable in experiment), then I think ... will happen because ...**
- I predict ... because ..., however ...
- I know ..., so I think ...
- Due to the fact that, ... I predict that ...
- Based upon ..., my hypothesis is ...

## Drawing Conclusions and describing results

### **SENTENCE 1: What is the answer to the experiment question?**

- I found out that ...
- **The answer to our question is ...**
- **I conclude / discovered that ...**
- To conclude, I found out that ...
- *(Add a sentence to refer back to your prediction) ... therefore my prediction was ...*

### **SENTENCE 2: Describe your results and say something about your evidence.**

- The ... was the best and ... was the worst
- I can put my results in order from best to worst like this ...
- I think this because I saw/observed ...
- I know this because my results show...
  - **When we observed ..., we noticed that ... / When we observed over time, we noticed that ...**
  - **I observed / noticed / measured ..., when I tried/changed ...**
  - **When we changed ... we noticed that ...**
- **My evidence/my results/my measurements/my observations/my graph show that ...**

**(clue: you might be able to use an er...er sentence here**

**e.g. the \_\_\_\_\_er the ,     the \_\_\_\_\_er     was)**

(e.g., the longer the cakes were cooked, the browner they were)

(e.g., the higher the ramp, the further the car travelled)

(e.g., the longer the straw whistle, the lower the pitch was)

(e.g., the more I stirred the sugar, the quicker it dissolved)

(e.g., as I increased the temperature, sugar dissolved more quickly)

- The pattern I noticed was ... / the trend in my data is / my graph shows the relationship
- Based on the evidence I was presented with ...
- (UKS2 Anomalies in results) - Some results didn't fit our evidence, such as ... An explanation for this could be that ...

### **SENTENCE 3: Scientific explanation using scientific vocabulary and learning from the topic. (What are the important words that would be useful in your explanation?)**

- I think this was because ....
- I think this happened because...
- **I think this was the best because ... I think this was the worst because ...**
- **My scientific explanation for this is ... I think this because ...**
- **The scientific explanation to this would be ...**
- I believe ... happened as a result of ...
- After looking at the evidence, I conclude that this happened because ...

### Evaluating an investigation/experiment (KS2 only)

#### Improving our results

- If I was to repeat this experiment I might ...
- Next time I could try ... to improve my experiment
- Some variables were difficult to keep exactly the same such as... and so ...
- Possible improvements may include ...
- Repeated readings helped to improve our results because ...

#### Planning another experiment

- I would now like to know... / find out...?
- To take this experiment further, I might try ... next.
- I would now like to try another experiment on/about...?

### Making Comparisons (and identifying common features of)

- This is like a ...
- This is like a ... because
- ... is the same as ... because ... / it is the same because ...
- ... is different to ... because ... / it is different because ...
- The similarities / differences between ... and ... are ...
- ... are alike because they are both ...
- **A feature of a ... is .... / A feature they have in common is ...**
- In some ways ... and ... are alike. For instance, they both have ...
- They differ in some ways, for example ... Another difference is ... whereas ...

(e.g., it is like a cat because it is soft and furry and has 4 legs and a tail)

(e.g., a robin and a blackbird are alike because they both have wings, feathers and a beak)

(e.g., it is a fish because it has scales and fins and swims in the water)

(e.g., the features of the life cycle for both insects are similar because they can both reproduce when they reach an adult stage, they both have ways of attracting a mate, they both have babies which are not cared for by the adult for long, their babies look different to their parents and metamorphosise before they reach the adult stage).

### **Describing a concept / phenomena / fact / model**

- I think ... / I agree with ... (when presented with different ideas)
- A ... is an example of a ... because ...  
e.g., a duck is a bird because it has feathers, wings, 2 legs and a beak.
- A ... is NOT an example of ... because ...  
e.g., sand is an example of something that does not dissolve in water. It can be separated from the water by filtering.
- I can use these words to make a sentence to describe / explain about ...
- The definition of ... is ...
- I know that ... is ... because ...  
e.g., I know that this plant is a dandelion because I can see it has roots and a stem, its leaves are like an arrow and the flower is yellow and reminds me of a lion's head/mane.
- I can draw a diagram to explain my thinking to others.
- The main parts/features of ... are
- Over time ... changes by ...
- The effect of ... on ... is ...
- A ... develops into a ...
- A ... forms after ...