

**SHEVINGTON FEDERATION SCHEMES OF WORK  
WORKING SCIENTIFICALLY**

These objectives are to be worked through science topics and links to mathematical skills must be made.

Misconceptions must be addressed at the point of occurrence

P146,p154 p 166 of the New National Curriculum lays down the strong foundations for how this subject must be taught in our school.

<b>Y5 children will learn :</b>	Autumn	Spring	Summer
<b>OBSERVATION WITH EQUIPMENT</b>			
Begin to become more systematic in planning observations and say what they are looking for and why			
<b>SETTING UP TESTS</b>			
To make decisions on the best way to investigate questions raised.			
To make predictions where appropriate.			
Select apparatus for a range of tasks. Recognise the key factors to be considered in a fair test.			
To vary one factor and keep one the same in a fair test.			
<b>IDENTIFYING AND CLASSIFYING</b>			
Begin to interpret patterns and make links to predictions and conclusions.			
<b>PERFORMING TESTS</b>			
Independently choose and use a wider range of equipment.			
Take a series of careful measurements and repeat if necessary.			
<b>TAKING MEASUREMENTS</b>			
To record findings using detailed labeled diagrams, create and use own table formats, construct bar charts.			
To begin to plot line graphs using data			
To use suitable ICT programs to record findings and generated charts and graphs.			
<b>RECORDING OF FINDINGS</b>			
To record findings using more detailed labeled diagrams, creates and uses own table formats, constructs bar charts with more complex scales and begin to create their own line graphs of data.			
To use suitable ICT programs to record findings and generated charts and graphs.			
Using headings (Aim, Prediction, Method, Results (with labeled diagrams/tables), Conclusion- write up investigation.			
To discuss how line graphs can show patterns in data with the support of a teacher.			
<b>DRAWINGS CONCLUSIONS</b>			
Communicate their findings, using scientific vocabulary, and say whether what happened was what they expected to happen.			
To relate their findings to evidence from their graphs/charts/tables.			
To make specific statements about what they have found out and begin to make connections with the real world.			
Suggest how they could improve their investigation, giving reasons why they would make these improvements (e.g. accuracy, fair test)			