

**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.

Y3 children will learn to :	Autumn	Spring	Summer
OBSERVATION WITH EQUIPMENT			
Make relevant observations to the investigation			
To focus their observation on a particular aspect .			
To begin to raise questions from what they observe and to discuss as a class those questions that can create a test- teacher supported.			
SETTING UP TESTS			
Put forward own ideas, selecting equipment to use from a limited range.			
To carry out a fair test with support.			
To be able to explain the difference between a fair and an unfair test.			
IDENTIFYING AND CLASSIFYING			
Begin to develop independence in organising identification keys ie create titles, groups and sup-groups (branching keys)			
PERFORMING TESTS AND TAKING MEASUREMENTS			
Begin to suggest and use simple equipment with standard measures eg scales, thermometers, measuring jugs. With support carry out a fair test.			
To be able to describe what they see.			
RECORDING OF FINDINGS			
Record what happens in a simple labeled scientific diagram.			
Create a given simple table format to make repeat recordings.			
Construct a bar chart of data using a simple scale.			
Use a template format to write up a simple investigation (What I want to find out, What I think will happen, What equipment I will, What I did, What I found out)			
DRAWINGS CONCLUSIONS			
Communicate their findings, using scientific vocabulary, and say whether what happened was what they expected to happen.			
Begin to make a general statement about what they have found out (e.g. the rougher the surface the less far the car went....)			
State how they would improve their investigation and why.			
To begin to make comparisons			