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.

Y6 children will learn :	Autumn	Spring	Summer
OBSERVATION WITH EQUIPMENT			
To ensure accurate observations are carried out to make reliable conclusions			
SETTING UP TESTS			
To ensure selected equipment has the appropriate fine scale divisions for the test. Give reasons for their thinking behind their approach to an investigation.			
To compare predictions to hypotheses which are based on scientific knowledge.			
IDENTIFYING AND CLASSIFYING			
To make precise comparisons appropriate to task.			
PERFORMING TESTS AND TAKING MEASUREMENTS			
To accurately use a wide range of equipment and recognise how inaccuracies may affect results. To recognise when a test may need repeating			
RECORDING OF FINDINGS			
To record findings using detailed labeled diagrams, creates and uses own table formats, constructs bar charts with more complex scales and creates their own line graphs of data when appropriate.			
To make choices about suitable ways to present data, including using suitable ICT programs to record findings and generated charts and graphs.			
To use headings (Aim, Prediction, Method, Results (with labeled diagrams/tables), Conclusion) to write up the investigation, suggest improvements to experiments and further lines of enquiry.			
DRAWINGS CONCLUSIONS			
To communicate their findings, using scientific vocabulary, and relate to their prediction.			
That conclusions are based on their evidence graphs/charts/tables and related to their own scientific knowledge and understanding.			
To make practical suggestion on how their working methods could be improved.			
To offer simple explanations on the reliability of their work by commenting on anomalies.			