Stranton Primary School

'Where only the best is good enough!'

Working Scientifically – Year 5 and 6

Year 5	Year 6
Planning/Performing Tests • To ask their own questions • To plan different types of scientific enquiries • To begin to select the most appropriate way to answer scientific enquiries (pattern-seeking, comparative or fair testing) • To recognise when to set up comparative and fair tests • To say whether they need to control variables and where necessary • To make a prediction and begin to say why • To begin to say which measurements they need to use • To take measurements using a range of scientific equipment • To take measurements with accuracy and precision • To begin to take repeat readings where necessary • To control variables within tests • To group and classify things	**Planning/Performing Tests** • To ask their own questions • To plan different types of scientific enquiries • To select the most appropriate way to answer scientific enquiries (pattern-seeking, comparative or fair testing) • To recognise when to set up comparative and fair tests • To make predictions using scientific knowledge/evidence to explain why, where necessary • To say which measurements they need to use • To take measurements using a range of scientific equipment • To take measurements with accuracy and precision • To take repeat readings where necessary • To group and classify things • To set up further comparative and fair tests • To control variables fairly and accurately and say why. • To identify a range of variables (independent, controlled and dependent) within tests.
Observing • To begin to say what observations they need to make and how long for • To observe changes over time • To begin to observe a range of patterns in their data • To observe causal relationships in their data	**Observing** • To recognise what observations they need to make and how long for • To observe changes over time • To observe a range of patterns/relationships in their data

Stranton Primary School

'Where only the best is good enough!'

Working Scientifically – Year 5 and 6

Recording/Reporting Findings	**Recording/Reporting Findings**
• To use secondary sources of information to find things out • To record data and results using scientific diagrams and labels, tables, bar and line graphs • To use relevant scientific language to say what they found out • To present findings in oral and written forms such as displays and presentations • To draw conclusions about what they found out • To begin to identify scientific evidence that has been used to support or refute ideas/arguments	• To use secondary sources of information to find things out • To recognise that scientific ideas change/develop over time • To record data and results using scientific diagrams and labels, classification keys, tables, bar, scatter and line graphs • To use relevant scientific language, knowledge and illustrations to justify findings • To present findings in oral and written forms such as displays, presentations and explanations. • To draw conclusions about what they found out • To identify causal relationships in data using evidence to justify answers • To identify scientific evidence that has been used to support or refute ideas/arguments • To explain degree of trust in results • To separate fact from opinion • To say how they could improve their way of working next time