

Science

Year 6 – Summer 1-Working Scientifically

National Curriculum / End Point statement			
Working Scientifically			
<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Using simple models to describe scientific ideas • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments. 			
Step 1	Step 2	Step 3	Step 4
WALT Identify scientific evidence that has been used to support or refute ideas or arguments	WALT use test results to make predictions to set up further tests	WALT recognise and control variables	WALT record results in a graph
In Focus -	In focus -	In Focus -	In Focus -
Success Criteria			
Suggested Outcome			
Fossil Habitats	Bridge Engineers How would you improve your bridge? What else do you need? Positives and negatives?	Egg strength Children plan and conduct a fair test. They need to identify and control the relevant variables in order to ensure that the results are valid and fair.	Effect of exercise on heart rate Children can record their heart rate on a graph after different situations (rest, running, walking etc)
Vocabulary		NC links	
Buzzer, voltage, cell, circuit, variations, components, functions, switches, symbols, diagrams		Prior science learning across the year.	
Key Learning			

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Children develop and consolidate their enquiry skills by planning, doing and reviewing a range of investigations based on their science learning.

Possible Evidence	Common Misconceptions
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