

Subject: Science	Year group: Year 3	Topic: Working Scientifically	Initiation & activation activities:
Prior knowledge required: <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 		Vocabulary:	
Programme of Study	Implementation:	Impact –lesson sequence	Evaluations and assessments
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written	Planning: Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? GD - Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Obtaining and Presenting Evidence Can they measure using different equipment and units of measure? Can they record their observations in different ways? <labelled diagrams, charts etc> Can they describe what they have found using scientific language? Can they make accurate measurements using standard units? GD - Can they explain their findings in different ways (display, presentation, writing)? Can they use their findings to draw a simple conclusion? Can they suggest improvements and predictions for further tests? Considering Evidence and Evaluating Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they use a range of equipment (including a data-logger) in a simple test? GD - Can they suggest how to improve their work if they did it again?		

<p>explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>			
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