

## Year 6 – Science Reflection Tasks

Science Topic	Classification and Adaptation	Human body	Evolution	Light	Electricity
<b>Reflection Tasks</b>	<p>Identify features of animals and plants and sort using classification keys</p> <p>Investigate how mould grows on bread.</p>	<p>Collection and analysis of data of how exercise affects body and mind. (Line graph with explanation)</p>	<p>Research and present finding on Evolution</p> <p>(Powerpoint of Charles Darwin/ Podcast)</p>	<p>Investigate trends between eyesight and age.</p> <p>(Scattergraphs with explanation)</p>	<p>Investigate the materials that let electricity pass through most effectively.</p> <p>(Filmed report explaining their findings)</p>
<b>Scientific Enquiry</b>	<p>Identifying and classifying</p> <p>Observation over time</p>	<p>Pattern seeking</p>	<p>Research</p>	<p>Pattern seeking</p>	<p>Fair testing</p>

**Skills for Working Scientifically**

<ul style="list-style-type: none"><li>• I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate</li><li>• I can use test results to make predictions to set up further comparative and fair tests.</li></ul>	<ul style="list-style-type: none"><li>• I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li></ul>	<ul style="list-style-type: none"><li>• I can identify scientific evidence that has been used to support or refute ideas or argument.</li><li>• I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li></ul>	<ul style="list-style-type: none"><li>• I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• I can use test results to make predictions to set up further comparative and fair tests.</li><li>• I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li></ul>	<ul style="list-style-type: none"><li>• I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate</li><li>• I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• I can use test results to make predictions to set up further comparative and fair tests.</li></ul>
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to answer questions, including recognising and controlling variables where necessary.  
Use of scientific equipment taking repeat readings when appropriate.  
Scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  
Plan further comparative and fair tests.  
Interpret results, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and reports.  
Use evidence to support or refute ideas or argument.

### **Year 6 Working Scientifically Skills**