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| **Main WS opportunities** | **Enquiry type** | **Focus** | **Notes** |
| Enquiry question / activity | Identifying and classifying  Comparative/Fair test  Research  Observation over time  Pattern seeking | Ask questions / plan  Set up enquiry  Observe and measure  Record and present  Interpret and report  Evaluate | Could include cross-curricular links, especially to maths and English that could prioritise inclusion in catch-upand specific skills that may otherwise be missed e.g. method of data recording and presentation (tally chart, scatter graph, Carroll diagram), use of equipment (hand lens, thermometer). |
| **Year 1** |
| **Plants** |  |  |  |
| *e.g. Which plants will lose their leaves in winter?* | *Identifying and classifying* | *Observe* |  |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Leaf looking | Identifying and classifying | Observe  Record | Use magnifier. Record with labelled drawing |
| TAPS focused assessment: Plants structure | Identifying and classifying | Observe | Opportunity for observation over time if carried out seasonally |

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| **Animals, including humans** | | | |
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| **Working scientifically assessment suggestion** | | | |
| TAPS focused assessment: Body parts | Identifying and classifying | Interpret | Use magnifier / mirror to make observations |
| TAPS focused assessment: Animal classification | Skills focus | Interpret | Focus on skill of classifying and knowledge of categories |

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| **Everyday materials** | | | |
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| **Working scientifically assessment suggestions** | | | |
| TAPS focused assessment: Transparency | Comparative test | Planning  Evaluating | Can be differentiated into a simpler classifying investigation for some children. |
| TAPS focused assessment: Reflectiveness | Comparative test | Planning  Evaluating | Can be differentiated into a simpler classifying investigation for some children. |
| TAPS focused assessment: Floating and sinking | Identifying and classifying | Set up enquiry  Observe |  |

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| **Seasonal changes** | | | |
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| **Working scientifically assessment suggestion** | | | |
| TAPS focused assessment: Seasonal change | Observation over time | Observe  Record | Observation over a long period (whole school year) |

*\*Enquiry in the primary curriculum is fundamental to how children make sense of the world around them and acquire the understanding of the key concepts. Typical enquiry examples can be found in the non-statutory guidance of the NC, the PLAN resources (*[*www.planassessment.com*](http://www.planassessment.com) *) and on the Ogden Trust website (*[*www.ogdentrust.com/resources-cpd*](http://www.ogdentrust.com/resources-cpd) *). Add or delete rows to include all the enquiries in your planning for each unit of work. You may wish to focus on units of work that have been missed or which were taught with limited opportunities for practical and enquiry work, but completing the document for all units will enable you to see the full picture of coverage of enquiry types and skills, identify gaps and prioritise activities to include in catch-up planning.*

*The TAPS focused assessment activities (*[*https://pstt.org.uk/resources/curriculum-materials/assessment*](https://pstt.org.uk/resources/curriculum-materials/assessment) *) are optional assessments of working scientifically skills which may be included in your catch-up plans for the unit of work to check starting points or assess whether children’s learning is back on track. Some of them may also be useful for assessment of content knowledge e.g. in children’s predictions or explanations. Each school selects the enquiry and assessment approaches and questions that are right for their setting.*