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| **Main WS opportunities** | **Enquiry type** | **Focus** | **Notes** |
| Enquiry question / activity | Identifying and classifyingComparative/Fair testResearchObservation over timePattern seeking | Ask questions / planSet up enquiryObserve and measureRecord and presentInterpret and reportEvaluate | 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 2** |
| **Living things and their habitats** |
| *e.g. Survey of which plants and animals live in different local micro-habitats* | *Pattern seeking* | *Record and present* | *Tally chart and pictogram (maths link)* |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Living and non-living | Identifying and classifying | Report |  |
| TAPS focused assessment: Nature spotters | Identifying and classifying | Observe  | Use of spotter sheet / simple key |
| TAPS focused assessment: Woodlice habitat | Pattern seeking | Record | Opportunity to record using tally chart and/or map |

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| **Plants** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Plant growth | Comparative test | Observe and measure | Measuring: ruler of tape measure. Use of magnifier. Record using annotated drawings. |

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| **Animals, including humans** |
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| **Working scientifically assessment suggestions** |
| TAPS focused assessment: Hand spans | Pattern seeking | Interpret and report | Measuring to the nearest cm (maths link) |

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| **Uses of everyday materials** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Materials hunt | Identifying and classifying | ObserveRecord |  |
| TAPS focused assessment: Waterproof materials | Comparative test | Ask questions / plan | Opportunity to measure amounts of water (non-standard units) |
| TAPS focused assessment: Rocket mice | Comparative test | Set up enquiryInterpret | Could be linked to materials – also links to forces. Suitable for different ages and WS focus |

*\*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.*