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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 3** |
| **Plants** |  |  |  |
| *e.g. What are the stages in the life cycle of a tomato plant* | *Observation over time* | *Observe**Record* |  |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: How much water do plants need? | Comparative test | Measure | Measure height and volume of water in standard units (maths link) |
| TAPS focused assessment: Functions of a plant stem | Observation over time | Interpret and report |  |

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| **Animals, including humans** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Skeleton | Pattern seeking | Ask questions / plan |  |

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| **Rocks** |  |  |  |
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| **Working scientifically assessment suggestions** |
| TAPS focused assessment: Rock reports | Comparative test | Interpret and report |  |

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| **Light** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Can everything make a shadow? | Comparative test | ObserveRecord | Could be differentiated to identifying and classifying for some children. |

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| **Forces and magnets** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Cars down ramps | Comparative test | MeasureRecord and present | Construct own table. Opportunity for bar chart |

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| TAPS focused assessment: Shoe grip | Comparative test | PlanSet up enquiry | Opportunity to use a forcemeter |
| TAPS focused assessment: Testing the strength of magnets | Comparative test | PlanEvaluate |  |
| TAPS focused assessment: Balloon rocket | Comparative test | Interpret and reportEvaluate |  |

*\*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.*