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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 4** |
| **Living things and their habitats** |  |  |  |
| *e.g. What types of litter are dropped in our local area* | *Pattern seeking* | *Record and present* | *Tally chart and frequency chart (maths link)* |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Local environmental survey | Skills focus | Observeinterpret | Focus on skill of classifying and knowledge of characteristics of different groups |

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| **Animals, including humans** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Teeth (eggs) in liquids | Comparative test | Interpret and reportEvaluate |  |

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| **States of matter** |  |  |  |
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| **Working scientifically assessment suggestions** |
| TAPS focused assessment: Drying materials | Comparative/Fair test | PlanSet up enquiry |  |
| TAPS focused assessment: Measuring temperature | Skills focus | Measuring | Measuring temperature with a range of thermometers/data logger |

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| **Sound** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Investigating pitch | Comparative test | Ask questions / plan |  |
| TAPS focused assessment: String telephones | Comparative test | Interpret and report |  |

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| **Electricity** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Does it conduct electricity? | Identifying and classifying | Interpret and report |  |

*\*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.*