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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 5** |
| **Living things and their habitats** |  |  |  |
| *e.g. Growing plants from cuttings* | *Observation over time* | *Observe and measure* |  |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Life cycle research | Research | Report | Links to literacy |

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| **Animals, including humans** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Growth survey | Pattern seeking | MeasureRecord | Drawing a scatter graph |

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| **Properties and changes of materials** |
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| **Working scientifically assessment suggestions** |
| TAPS focused assessment: Champion tape | Comparative test | ReportEvaluate |  |
| TAPS focused assessment: Dissolving | Comparative/Fair test | Plan |  |
| TAPS focused assessment: Insulation layers | Comparative test | Set up enquiry | Measure temperature – thermometer or data logger |
| TAPS focused assessment: Nappies | Comparative test | Plan |  |
| TAPS focused assessment: Sugar cube stacks | Comparative test | Record |  |

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| **Earth and Space** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Solar system research | Research | Report and present | Links to literacy |

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| **Forces** |
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| **Working scientifically assessment suggestions** |
| TAPS focused assessment: Aquadynamics | Comparative test | Evaluate | Use a stopwatch. Averages (repeated readings) |
| TAPS focused assessment: Spinners | Fair test | Measure | Use a stopwatch. Line graph. |
| TAPS focused assessment: Craters | Comparative/Fair test | Record and present | Drawing graphs – bar or line |

*\*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.*