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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 6** |
| **Living things and their habitats** |  |  |  |
| *e.g. In what conditions does yeast produce the most carbon dioxide (to make the bread rise)* | *Comparative/Fair test* | *Ask questions /plan* |  |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Invertebrate research | Research  | Report |  |
| TAPS focused assessment: Outdoor keys | Skills focus | Record  | Record by constructing a key |

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| **Animals, including humans** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Heart rate poses | Pattern seeking | Interpret and report | Depending how question is presented could also be opportunity for a comparative test (of different types of stationary exercise).  |

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| **Evolution and inheritance** |  |  |  |
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| **Working scientifically assessment suggestions** |
| TAPS focused assessment: Egg strength | Comparative test | Evaluation |  |
| TAPS focused assessment: Fossil habitats | Identifying and classifying / Research | Interpret and report | Can use observation of fossils, secondary sources or a mixture |

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| **Light** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Light questions | Skills focus | Ask questions / plan | Leads to range of types of enquiry depending which questions are asked and investigated |
| TAPS focused assessment: Investigating shadows | Fair test | Record and present | Present continuous data as line graph |

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| **Electricity** |
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| **Working scientifically assessment suggestion** |
| TAPS focused assessment: Bulb brightness | Comparative/Fair test | Ask questions / plan | Opportunity to measure light intensity with data logger |

*\*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.*