

	<b>Plan</b>	
	<b>Ask Qs and plan enquiry</b>	<b>Set up enquiry</b>
<b>KS1 (age 5-7) Develop close obs</b>	Ask simple Qs and recognise that they can be answered in different ways*.	Perform simple tests.
<b>Y1 TAPS plans</b>	Materials: reflection tests	Materials: floating and sinking
<b>Y2 TAPS plans</b>	Materials: waterproof	Materials: rocket mice
<b>Lower KS2 (age 7-9) Develop systematic approach</b>	Ask relevant questions and use different types* of scientific enquiries to answer them.	Set up simple practical enquiries, comparative and fair tests.
<b>Y3 TAPS plans</b>	Animals inc Humans: investigating skeletons	Forces: shoe grip Forces: strongest magnet
<b>Y4 TAPS plans</b>	Sound: investigating pitch	Materials: drying materials
<b>Upper KS2 (age 9-11) Develop independence</b>	Plan different types* of scientific enquiries to answer <i>their own questions</i> , including recognising and controlling variables where necessary.	Use test results to make predictions to set up further comparative and fair tests.
<b>Y5 TAPS plans</b>	Materials: dissolving Materials: nappy absorbency	Materials: insulation layers
<b>Y6 TAPS plans</b>	Electricity: bulb brightness	Animals inc Humans: heart rate

Do		Rev
Observe + Measure	Record	Interpret + Report
Observe closely, using simple equipment.	Gather and record data to help in answering questions.	Identify and classify. <i>Use appropriate scientific language to communicate ideas.</i>
Plants: structure	Seasons: seasonal change	Animals inc Humans: animal classification
Plants: compare growth	Living things: woodlice habitats	Living things: nature spotters
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.
Plants: measuring plants	Light: making shadows Forces: cars down ramps	Rocks: rock reports
Materials: measure temperature	Living things: local survey	Electricity: conductors Sound: string telephones
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as displays and other presentations, <i>using appropriate scientific language</i> .
Animals inc Human: growth survey Forces: spinners	Materials: sugar cubes Space: craters	Materials: champion tapes Living things: life cycle research
Light: investigating shadows	Living things: outdoor keys	Living things: invertebrate research

**iew**

**Evaluate**

Use their observations and ideas to suggest answers to questions.

Animals inc Humans: body parts

Animals inc Humans: handspans

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  
Use straightforward scientific evidence to answer questions or to support their findings.

Plants: function of stem

Forces: balloon rockets

Animals inc Humans: teeth (eggs) in liquids

Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments.

Forces: aquadynamics

Evolution: fossil habitats

Evolution: egg strength