

TAPS ASSESSMENT OVERVIEW CYCLE A

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2	<p>PLAN</p> <p>Ask different questions.</p> <p>Y1- With support, suggest ways of answering a question.</p> <p>Y2- Recognise that questions can be answered in different ways.</p>	<p>DO</p> <p>Y1- Follow steps to conduct a simple test.</p> <p>Y2- Perform simple tests.</p>	<p>REVIEW</p> <p>Y1- Recognise findings and describe observations.</p> <p>Y2- Use their observations, ideas and data to suggest answers to simple questions.</p>	<p>DO</p> <p>Y1- Identify and classify with guidance.</p> <p>Y2- Identify and classify.</p>	<p>PLAN</p> <p>Ask different questions.</p> <p>Y1- With support, suggest ways of answering a question.</p> <p>Y2- Recognise that questions can be answered in different ways.</p>	<p>DO</p> <p>Y1- Follow steps to conduct a simple test.</p> <p>Y2- Perform simple tests.</p>
	<p>Topic- Materials (identifying) Y1</p> <p>Focused Assessment: Transparency</p>	<p>Topic- Materials (comparing) Y1</p> <p>Focused Assessment: Floating and Sinking</p>	<p>Topic- Animals including humans (parts) Y1</p> <p>Focused Assessment: Body Parts</p>	<p>Topic- Animals including humans (types) Y1</p> <p>Focused Assessment: Animal Classification</p>	<p>Topic- Materials (uses) Y2</p> <p>Focused Assessment: Waterproof</p>	<p>Topic- Materials (changing shape) Y2</p> <p>Focused Assessment: Rocket Mice</p>
Y3/4	<p>PLAN</p> <p>Y3- Ask relevant questions when prompted and use different types of scientific enquiry to answer them.</p> <p>Y4- Ask relevant questions. Use different types of scientific enquiries to answer their questions.</p>	<p>REVIEW</p> <p>Report on findings from enquiries, including oral and written explanations, of results and conclusions.</p>	<p>REVIEW</p> <p>Y3- Use results to draw simple conclusions.</p> <p>Y4- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>DO</p> <p>Y3- Make systematic and careful observations, using simple equipment.</p> <p>Y4- Make systematic and careful observations using a range of equipment, including thermometers and data loggers.</p> <p>Y3- With support, take accurate measurements using standard units, where appropriate.</p> <p>Y4- Take accurate measurements using standard units, where appropriate.</p>	<p>REVIEW</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>DO/RECORD</p> <p>Y3- With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions.</p> <p>Y4- Gather, record, classify and present data in a variety of ways to help to answer questions.</p>
	<p>Topic- Animals including Humans.</p> <p>Focused Assessment: Investigating Skeletons</p>	<p>Topic- Rocks</p> <p>Focused Assessment: Rock Reports</p>	<p>Topic- Forces and Magnets</p> <p>Focused Assessment: Balloon Rockets</p> <p>Optional: Magnet Test</p>	<p>Topic- Plants (needs)</p> <p>Focused Assessment: Measuring Plants</p>	<p>Topic- Plants (parts)</p> <p>Focused Assessment: Function of Stem</p> <p>Optional: Close Observation of Plants</p>	<p>Topic- Light</p> <p>Focused Assessment: Making Shadows</p>
Y5/6	<p>REVIEW</p> <p>Y5- Use test results to suggest further comparative or fair tests.</p> <p>Y6- Use test results to make predictions to set up further comparative and fair tests.</p>	<p>PLAN</p> <p>Plan different types of scientific enquiries to answer questions.</p> <p>Y5- With prompting, recognise and control variables where necessary.</p> <p>Y6- Recognise and control variables where necessary.</p>	<p>REVIEW</p> <p>Y5- Report and present findings from enquiries in oral and written forms such as displays and other presentation.</p> <p>Y6- Report and present findings from enquiries, including explanations of the validity of their results. Suggest changes to increase the accuracy.</p> <p>Could assess: Y5 Begin to understand the need for repeat readings and Y6 Identify when to take repeat readings</p>	<p>DO</p> <p>Use a range of scientific equipment to take measurements with increasing accuracy and precision.</p>	<p>DO/RECORD</p> <p>Use a range of scientific equipment to take measurements with increasing accuracy and precision.</p> <p>Y5- Record data using scientific diagrams and labels, keys, tables, bar charts and line graphs.</p> <p>Y6- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs. Use more complex scales.</p>	<p>RECORD</p> <p>Y5- Record data using scientific diagrams and labels, keys, tables, bar charts and line graphs.</p> <p>Y6- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs. Use more complex scales.</p> <p>Could assess: Y5 Begin to understand the need for repeat readings and Y6 Identify when to take repeat readings</p>

	<p>Topic- Animals including Humans (Y6)</p> <p>Focused Assessment: Heartrate Pose</p>	<p>Topic- Properties and Changes of Materials (properties) Y5</p> <p>Focused Assessment: Testing Nappy Absorbency</p> <p>Optional: Insulation Layers</p>	<p>Topic- Forces (Y5)</p> <p>Focused Assessment: Aquadynamics</p> <p>Optional: Spinners</p>	<p>Topic- Animals including Humans (Y5)</p> <p>Focused Assessment: Growth Survey</p>	<p>Topic- Light (Y6)</p> <p>Focused Assessment: Investigating Shadows</p>	<p>Topic- Earth and Space (Y5)</p> <p>Focused Assessment: Craters</p> <p>Optional: Solar System Research</p>
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TAPS ASSESSMENT OVERVIEW CYCLE B

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2	<p>RECORD</p> <p>Y1- With support, gather and record data. Y2- Gather and record data to help answer questions.</p>		<p>DO</p> <p>Observe closely, using simple equipment</p>	<p>DO</p> <p>Observe closely, using simple equipment</p>	<p>REVIEW</p> <p>Y1- Recognise findings and describe observations. Y2- Use their observations and ideas to suggest answers to simple questions.</p>	<p>RECORD</p> <p>Y1- With support, gather and record data. Y2- Gather and record data to help answer questions.</p>
	<p>Topic- Living things and their habitat (Y2)</p> <p>Focused Assessment: Woodlice Habitat</p> <p>Optional: Feeding Simulation (links to food chains)</p>		<p>Topic- Plants (Y1)</p> <p>Focused Assessment: Plant Structure</p> <p>Optional: Leaf Look</p>	<p>Topic- Plants (Y2)</p> <p>Focused Assessment: Comparing Plant Growth</p>	<p>Topic- Animals including Humans (Y2)</p> <p>Focused Assessment: Comparing Handspans</p>	<p>Topic- Seasonal Change (Y1)</p> <p>Focused Assessment: Seasonal Change</p>
Y3/4	<p>REVIEW</p> <p>Y3- Use results to draw simple conclusions. Y4- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>PLAN</p> <p>Y3- Set up simple and practical enquiries, comparative and fair tests with some support. Y4- Set up simple and practical enquiries, comparative and fair tests.</p>	<p>REVIEW</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>REVIEW</p> <p>Report on findings from enquiries, including oral and written explanations, of results and conclusions. Report on findings from enquiries using displays or presentations.</p>	<p>DO/RECORD</p> <p>Y3- With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions. Y3- Record findings using keys and bar charts (with support), and tables. Y4- Gather, record, classify and present data in a variety of ways to help to answer questions. Y4- Record findings using keys, bar charts, and tables</p>	
	<p>Topic- Animals including Humans.</p> <p>Focused Assessment: Teeth in Liquid</p>	<p>Topic- States of Matter</p> <p>Focused Assessment: Drying Materials</p>	<p>Topic- Sound</p> <p>Focused Assessment: String telephones</p> <p>Optional: Investigating Pitch</p>	<p>Topic- Electricity</p> <p>Focused Assessment: Electrical Conductors</p> <p>Optional: Circuit Products</p>	<p>Topic- Living things and their habitat</p> <p>Focused Assessment: Local Survey</p>	
Y5/6	<p>REVIEW</p> <p>Report and present findings from enquiries in oral and written forms such as displays and other presentation.</p>	<p>PLAN</p> <p>Plan different types of scientific enquiries to answer questions. Y5- With prompting, recognise and control variables where necessary. Y6- Recognise and control variables where necessary.</p>	<p>RECORD</p> <p>Y5- Record data using scientific diagrams and labels, keys, tables, bar charts and line graphs. Y6- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs. Use more complex scales.</p>	<p>REVIEW</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>PLAN</p> <p>Plan different types of scientific enquiries to answer questions. Y5- With prompting, recognise and control variables where necessary. Y6- Recognise and control variables where necessary.</p>	
	<p>Topic- Living things and their habitats (Y5)</p> <p>Focused Assessment: Life Cycle Research</p>	<p>Topic- Electricity (Y6)</p> <p>Focused Assessment: Bulb Brightness</p>	<p>Topic- Living things and their habitats (Y6)</p> <p>Focused Assessment: Outdoor Keys</p> <p>Optional: Invertebrate research</p>	<p>Topic- Evolution and Inheritance (Y6)</p> <p>Focused Assessment: Fossil Habitats</p> <p>Optional: Egg Strength</p>	<p>Topic- Properties and changes of materials (Y5)</p> <p>Focused Assessment: Dissolving</p> <p>Optional: Sugar Cube Stack</p>	

Objectives that still need to be assessed

Year 1	<ul style="list-style-type: none">• Measure using uniform, non-standard units.
Year 2	<ul style="list-style-type: none">• Measure using simple standard units and measuring equipment.• Record and communicate their findings in a range of ways e.g. two column table, block graph etc. and begin to use simple scientific language.
Year 3	<ul style="list-style-type: none">• With some support, record findings using simple scientific language, drawings and labelled diagrams.
Year 4	<ul style="list-style-type: none">• Select appropriate equipment (from a selection).• Record findings using simple scientific language, drawings and labelled diagrams.
Year 5	<ul style="list-style-type: none">• With support, select appropriate measuring equipment.• Take and process repeat readings.• Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships.
Year 6	<ul style="list-style-type: none">• Select all equipment needed.• Consider alternative investigations and explain why they have chosen to complete their investigation.• Take and process repeat readings.• Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships.