

TAPS across the school

Year group	Terms 1&2	Terms 3&4	Terms 5&6
Year 1	<p>Term 1 – Plants: structure. Observe closely, using simple equipment</p> <p>Term 2 – Animals including humans: animal classification. Identify and classify. Use appropriate scientific language to communicate ideas.</p>	<p>Term 3 – Materials: reflection test. Ask simple questions and recognise that they can be answered in different ways.</p> <p>Term 4 – Materials: floating and sinking Perform simple tests</p>	<p>Term 5 – Seasons: seasonal changes. Gather and record data to help in answering questions.</p> <p>Term 6 – Animals including humans: Use their observations and ideas to suggest answers to questions.</p>
Year 2	<p>Term 1 – Animals including humans: hand spans: Use their observations and ideas to suggest answers to questions</p> <p>Term 2 – Plants: compare growth. Observe closely using simple equipment.</p>	<p>Term 3 – Materials: waterproof. Ask simple questions and recognise that they can be answered in different ways.</p> <p>Term 4 – Materials: Rocket mice. Perform simple tests.</p>	<p>Term 5 – Living things: Nature spotters. Identify and classify – use appropriate scientific language to communicate ideas.</p> <p>Term 6 – Living things: woodlice habitats. Gather and record data to help in answering questions.</p>
Year 3	<p>Term 1: Animals including humans: Investigating skeletons. Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Term 2 – Forces: Strongest magnet or shoe grip. Set up simple practical enquiries, comparative and fair tests.</p>	<p>Term 3: Lights: making shadows. Forces: cars going down ramp. 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</p> <p>Term 4 (yr4) – Electricity: conductors.. 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.</p>	<p>Term 5: Plants: function of stem. 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.</p> <p>Term 6: Plants: measuring plants. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>
Year 4	<p>Term 1: sound investigating pitch - Ask</p>	<p>Term 3: Materials: measure temperatures.</p>	<p>Term 5: Living things: local survey</p>

	<p>relevant questions and use different types* of scientific enquiries to answer them.</p> <p>Term 2: Materials: drying materials. Set up simple practical enquiries, comparative and fair tests.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Term 4 – Rocks: rock report (yr 3) 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.</p>	<p>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</p> <p>Term 6: Animals including humans: teeth. 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.</p>
Year 5	<p>Term 1 – Living things; Life cycle research. Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language.</p> <p>Term 2 – Animals inc Humans: Growth survey Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Term 3: Space: Craters. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Term 4: Forces; aquadynamics 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.</p>	<p>Term 5: Materials – dissolving (or materials: waterproofing). Plan different types* of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.</p> <p>Term 6: Materials: Insulation layers Use test results to make predictions to set up further comparative and fair tests</p>
Year 6	<p>Term 1: Animals incl. humans; heart rate Use test results to make predictions to set up further comparative and fair tests</p> <p>Term 2: Living things: outside keys Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Term 3: Electricity bulb brightness. Plan different types* of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.</p> <p>Term 4: Light investigating shadows. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Term 5: Living things: Investigating invertebrates. Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language.</p> <p>Term 6: Evolution: fossil habitats (or egg strength) Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used</p>

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