

	Being curious: Plan <i>Ask questions, predict, method of inquiry</i>	Being curious: Do <i>Observe, measure, record findings</i>	Being curious: Review <i>Communicate conclusions, evaluate</i>
TAPS plans for Reception	<a href="#">Brown apples</a> <a href="#">Incy spider shelter</a> <a href="#">Scoop sounds</a>	<a href="#">Senses walk</a> <a href="#">Scavenger sort</a> <a href="#">Frozen balloons</a> <a href="#">Mixing materials</a>	<a href="#">Butter</a> <a href="#">Taste test</a> <a href="#">Bubble snakes</a>
<b>Progression step 1</b> ~ age 5	<i>I can show curiosity and question how things work.</i>	<i>I can explore the environment, make observations ...</i>	<i>... and communicate my ideas.</i>
TAPS plans for Year 1, 2 & 3	<a href="#">Skeleton Qs</a> <a href="#">Daisy footprints</a> <a href="#">Litter pick Qs</a> <a href="#">Animal home build</a> <a href="#">Waterproof</a> <a href="#">Float &amp; sink</a> <a href="#">Separating colours</a> <a href="#">Rocket mice</a> <a href="#">Reflection</a> <a href="#">Shoe grip</a> <a href="#">Transparency</a> <a href="#">Magnet tests</a> <a href="#">Cupcake parachutes</a> <a href="#">Teddy zip wire</a>	<a href="#">Plant structure</a> <a href="#">Seasonal change</a> <a href="#">Leaf look</a> <a href="#">Woodlice habitats</a> <a href="#">Shades of colour</a> <a href="#">Materials hunt</a> <a href="#">Plant growth</a> <a href="#">Surprise materials</a> <a href="#">Measuring plants</a> <a href="#">Making shadows</a> <a href="#">Ice escape</a> <a href="#">Cars down ramps</a> <a href="#">Ice cream</a> <a href="#">Bridge testers</a>	<a href="#">Animal classifn</a> <a href="#">Body parts</a> <a href="#">Nature spotters</a> <a href="#">Hand spans</a> <a href="#">Living &amp; non-living</a> <a href="#">Function of stem</a> <a href="#">Eco action</a> <a href="#">Egg drop</a> <a href="#">Rocks report</a> <a href="#">Balloon rockets</a> <a href="#">Muffling sound</a> <a href="#">Boat materials</a>
<b>Progression step 2</b> ~ age 8	<i>I can ask questions and use my experience to suggest simple methods of inquiry*. I can use my knowledge and understanding to predict effects as part of my scientific exploration.</i>	<i>I can explore... I can observe and describe... I can investigate...</i>	<i>I can recognise patterns from my observations and investigations and can communicate my findings.</i>
TAPS plans for Year 4, 5 & 6	<a href="#">Cornflour slime</a> <a href="#">Heart rate</a> <a href="#">Dissolving</a> <a href="#">Flower sampling</a> <a href="#">Investigating pitch</a> <a href="#">Drying materials</a> <a href="#">Bulb brightness</a> <a href="#">Insulation layers</a> <a href="#">Light Qs</a> <a href="#">Nappy absorbency</a> <a href="#">Paper planes</a> <a href="#">Zip line testing</a>	<a href="#">Growth survey</a> <a href="#">Local survey</a> <a href="#">Terrific tasters</a> <a href="#">Outdoor keys</a> <a href="#">Measuring temp</a> <a href="#">Sugar cubes</a> <a href="#">Spinners</a> <a href="#">Space craters</a> <a href="#">Titanic pulleys</a> <a href="#">Bottle flip</a> <a href="#">Conductive dough</a> <a href="#">Investigate shadows</a> <a href="#">Circuit products</a>	<a href="#">Life cycles Res</a> <a href="#">Teeth in liquids</a> <a href="#">Invertebrate Res</a> <a href="#">Fossil habitats</a> <a href="#">Pollution survey</a> <a href="#">Egg strength</a> <a href="#">Champion tapes</a> <a href="#">Dunking biscuits</a> <a href="#">Elect conductors</a> <a href="#">Aquadynamics</a> <a href="#">String phones</a> <a href="#">Marble run</a> <a href="#">Solar system Res</a> <a href="#">Bridge engineers</a>
<b>Progression step 3</b> ~ age 11	<i>I can identify questions that can be investigated scientifically and suggest suitable methods of inquiry*.</i>	<i>... carrying out my inquiries.</i>	<i>I can suggest conclusions as a result of carrying out my inquiries. I can evaluate methods to suggest improvements.</i>
TAPS Transition	<a href="#">Reaction catches</a> <a href="#">Yeast growth</a>	<a href="#">Formula 1 tubs</a> <a href="#">Blood splatter</a>	<a href="#">Catapults</a> <a href="#">Cleaning coins</a>

\* Inquiry types could include: pattern-seeking, exploring, classifying & identifying, making things, fair testing, using & applying models. Methods could include how to carry out investigation.

Colour codes for topics: **Living things (biology)**, **Matter (chemistry)**, **Forces & energy (physics)**, **Design & engineering**.

All plans are freely available on the Teacher Assessment in Primary Science (TAPS) website: <https://pstt.org.uk/unique-resources/taps/>