**TAPS-NI** 

**Progression in Science Skills**

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| **Example topic:**  Our Earth | Primary 3/4  Age 6-8 | | Activity title:  Eco Action |
| **Science skill focus**  Recording and communicating | | Managing Information logo for Northern Ireland’s Thinking Skills and Personal Capabilities**Curriculum link: Place**  Resources are wasted in a variety of ways but,  when identified, action can be taken to reduce  waste (PL5, CoT3) | |
| **Progression focus**   * Can children record their research and communicate their findings effectively? * Can children consider their audience when recording and communicating? | | | |
| **Activity**  **Photo of Eco Action display board**Identify an area in the school or community where waste is an issue e.g. class/school recycling, rubbish from packed lunches, taps left running in the bathroom etc.  Ask the children to research the issue, e.g. carrying out a survey for a week to find out the scale of the problem (number of pieces of litter found/lights left on etc) or research alternative packaging or waste recycling.  Identify the audience and possible ways to communicate their findings e.g. posters to remind to turn the tap off/lights off, letter to Principal to provide new guidance about packaging in packed lunch etc.  **Adapting the teaching**  **Support:** Provide a simple table to collect survey results.  **Extension:** Research what has been done in other schools to reduce waste (internet search).  **Other ideas:** Link this work to Eco-Schools or an Eco club.  **Photo of eco instructions from display board**  **Questions to support discussion**   * What have you found out? * What change do you think should happen? * Who should we tell about this? * What do you think is the best way to tell them? * What information from your research will you include? | | | |
| **Pupil learning indicators**  **Not fully achieved:** Provides a simple instruction for the audience (e.g. turn off the tap/light) but does not use their research to explain the problem or why behaviour should change.  **Achieved:** Communicate effectively to their audience, providing a clear instruction. Includes some reference to their research e.g. number of crisp packets found in grounds or going to landfill each year, number of lights left on last week etc.  **Exceeded:** Collates their research into a persuasive argument for change. Identifies a range of ways to communicate with their audience. | | | |