**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Materials | Year 1  Age 5-6 | | Title: Floating & Sinking |
| **Working Scientifically**  Logo for doing strand of Working Scientifically**Do:** Perform simple tests to compare and group | | **Concept Context**  Compare and group together a variety of everyday materials on the basis of their simple physical properties | |
| **Assessment Focus**   * Can children carry out a simple test? * Can children use test results to group materials into those which float or sink? | | | |
| **Activity** *Today we are going to be nautical engineers*  Floating and sinking investigation in groups  Ask the children how could we find out which materials float? Discuss.  Provide a group of children with a large container filled with water and discuss ideas for answering the question, ‘Which materials will float?’  Children to choose an object and describe its properties, then make a prediction about whether it will float or sink. Children could use a prepared template to record findings, make up one of their own or just place objects into floating and sinking groups. Children to test a range of objects and record findings.  [Teacher box 3 - use Q, discussion and observation](https://taps.pstt.org.uk/responsive-teaching/)Adult to make observations of children’s scientific vocabulary and findings.  **Adapting the activity**  **Support:** Adult demonstrates floating and sinking examples and continues to compare subsequent results to these.  **Photo of child placing objects in waterExtension:** Children choose their own objects to test for floating and sinking.  **Other ideas:** Make a boat to help an object float.  **Questions to support discussion**   * Which objects do you think will float? * Which objects do you think will float? * How will we test whether an object floats or sinks? * How will we know if the object floats or sinks? * What have you found out? * Which things would you group together? * What do you notice about each group? What have these things got in common? * What else would you like to test? Why? | | | |
| **Assessment Indicators**  **Not yet met:** With support, they can say which objects float or sink during the test.  **Meeting:** Children can carry out a simple test and describe what they find out through grouping the materials according to whether they float or sink.  **Possible ways of going further:** Children show a systematic approach to carrying out an investigation and record their findings independently. | | | |

[Teacher box 3 - use Q, discussion and observation](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 3 - use Q, discussion and observation. See TAPS pyramid for more egs