**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Plants  *(and Seasonal change)* | Year 1  Age 5-6 | | Title: Plant structure |
| **Working Scientifically**  Logo for doing strand of Working Scientifically**Do:** Observe closely using  simple equipment  *(Observation over time if seasonal)* | | **Concept Context**  Identify and describe the basic structure of a plant and a tree.  *(Could repeat seasonally)* | |
| **Assessment Focus**   * Can children make careful observations of similarities and differences between plants? * Can children label the basic parts of a plant? | | | |
| **Activity** *Today we are botanists.*  Children could go on a ‘Weedy Welly Walk’ to dig up weeds (including roots).  Provide different types of real plants and pictures e.g. flower/vegetable/weed or picture of a wild flower/sapling/tree. Children to explore the plants using magnifying glasses, rulers. Using post-it notes ask the children to write labels to identify the basic structure of a plant.  Question the children (this could be a small group activity) to explain what they know about each part of the plant (see questions below).  Record comments that the children make and/or photograph the labelled plant.  *NB. Only dig up wild plants which are not protected species (e.g. bluebells cannot be dug up).*  [Teacher box 4 -  gather evidence in a range of ways.](https://taps.pstt.org.uk/responsive-teaching/)*H & S – Ensure children wash their hands after touching plants.*  **Adapting the activity**  **Support:** Provide pre-made labels to prompt, e.g. stem, roots, etc.  **Extension:** Make comparisons between plants. How is this similar or different to trees?  Photo of dug up weed with roots and labels**Other ideas:** Repeat weedy welly walk in a different season  **Questions to support discussion**   * What do you notice about these plants? * Can you tell me the name of this part? * What does each part of the plant do? * Where does it grow? * What differences can you see between these plants? * Why might the plants look different? * What happens to it during different seasons? | | | |
| **Assessment Indicators** **Not yet met:** Describe what they can see using everyday language. With support, label the basic structure of a plant. **Meeting:** Can describe and point to the basic structure of a plant and a tree using scientific language, *e.g. leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branch, stem.* May begin to explain what the parts of the plant are for. Possible ways of going further: Can use their observations to make comparisons between different plants or between different plant parts, *e.g. that plant has a thicker/taller stem than that one, the petals are smaller than the leaves.* | | | |

[Teacher box 4 -  gather evidence in a range of ways.](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 4 - gather evidence in a range of ways. See TAPS pyramid for more egs