**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Plants*(and Seasonal change)* | Year 1Age 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?
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| **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.*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?
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| **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. See TAPS pyramid for more egs