**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Animals, Including Humans | Year 2  Age 6-7 | Title: Comparing hand spans |
| Logo for reviewing strand of Working Scientifically**Working Scientifically**  **Review:** Using their observations and ideas to suggest answers to questions | | **Concept Context**  Recognise growth in humans. |
| **Assessment Focus**   * Can children use their observations to compare different hand spans? * Can children use their observations to suggest answers to their questions about hand spans? | | |
| **Activity** *Today we are an anatomists.*  Ask the children to compare the size of their hand with that of another child. As a class create a list of questions e.g. Do older children have bigger hands? Do taller children have bigger hands? Can bigger hands pick up more cubes? *(‘Handspan grab’ can create a graph of cubes).*  Discuss how hand spans could be measured and agree as a class (e.g. draw around hands, spread/closed fingers, start and end place of measurement, to nearest centimetre). With a partner to help, ask each child to measure their own hand.  Record results together as a class.  Ask the children to compare hand spans and suggest reasons answers to the class questions.  **Photo of cubes in stacks to make a 'graph'**  [Teacher box 4 -  gather evidence in a range of ways.](https://taps.pstt.org.uk/responsive-teaching/)**Adapting the activity**  **Support:** Compare hand cut outs rather than measurements  **Extension:** What size hands would a Year 6 child have? Why?  **Other ideas:** Compare feet – do taller people have the biggest feet?  [_MG_3681%255B3%255D.jpg]**Questions to support discussion**   * How can we accurately measure hand span? * Who had the smallest/ biggest hand span in the class? * What size hands did most children have? * What do you notice about people with the biggest hand span? * Did size of hands affect how many cubes were picked up? | | |
| **Assessment Indicators**  **Not yet met:** Can make simple comparisons, saying which hand is smallest or biggest. **Meeting:** Can make comparisons using their observations/results to say which hands are bigger and smaller. Suggests reasons for differences in results *e.g. his hand is bigger because he has had longer to grow, she holds more cubes because she spreads out her fingers far to grab them.* **Possible ways of going further:** Can make predictions relating hand span to height, *e.g. a Year 6 will have bigger hands / will hold more cubes because....*  Can raise further questions related to height that could be tested, *e.g. when do your hands stop growing?* | | |

[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