**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Living things and their habitats | Year 2  Age 6-7 | Title: Woodlice habitat |
| **Working Scientifically**  Logo for doing strand of Working Scientifically**Do:** Gather and record data to help in answering questions. | **Concept Context**  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants | |
| **Assessment Focus**   * Can children gather and record data in a tally chart or on a map? * Can children discuss their findings in relation to preferred habitats? | | |
| **Activity** *Today we are a zoologists.*  Discuss what a habitat is and different habitats e.g. use pictures of plants/animals and consider where they live. What about this creature? Show picture of a woodlouse (or substitute for another animal which is common in your context at the time of year).  **What kinds of habitats do woodlice live in?** Consider places in the locality where we could look for woodlice.  [Teacher box 4 -  gather evidence in a range of ways.](https://taps.pstt.org.uk/responsive-teaching/)*Decide whether to tally woodlice in different places or broaden to any invertebrates.*  Support children to set up a tally chart or map ready to record their results.  Discuss expectations e.g. places allowed to visit, group/class, boundary, return signal etc.  Return to class to consider findings and discuss preferred habitats for woodlice.  **Child's work - woodlice tally chart**  **Adapting the activity**  **Support:** Provide a table / map of the environment for recording data.  **Extension:** Record other living things which share the habitat and/or features of the habitat.  **Other ideas:** Maths link. Repeat in a different environment or season.  **Questions to support discussion**   * How are you going to answer the question? * Where are you going to gather your data? * How could you record which animal lives in which habitat? * What does this part on your chart/map mean? * Do any animals/ plants share their habitats? Why might this be? What are the characteristics of these habitats? | | |
| **Assessment Indicators**  **Not yet met:** Says how many woodlice were found, *e.g. I found 3 woodlice.* Needs support to record on a tally chart or map.  **Meeting:** Can draw a tally chart (after it’s been modelled to them) or record on a map and explain why woodlice are found in a particular habitat, *e.g. I found 3 here and 3 there because it is dark.*  **Possible ways of going further** Can independently explain their tally chart / map, *e.g. There are more spiders here and more woodlice there…* Explaining why the woodlice might live there e.g. because of predators. | | |

[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