**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Living things and their habitats | Year 2Age 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?
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| **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.*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?
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| **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. See TAPS pyramid for more egs