**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Materials  | Year 2Age 6-7 | Title: Waterproof materials |
| **Logo for planning strand of Working ScientificallyWorking Scientifically****Plan:** Ask simple questions and recognise that they can beanswered in different ways | **Concept Context**Use knowledge and understanding of properties of materials to compare suitability for different uses |
| **Assessment Focus*** Can children discuss/use different ways to test how waterproof materials are?
* Can children compare the tests of waterproofness?
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| **Activity** *Today we are materials engineers.*Provide a collection of different types of materials. Discuss which could be the ‘best’ material – draw out that need to know best for what. Today we want to know the ‘best’ for waterproof coat/umbrella/cover for summer fair cakes etc – choose appropriate context. Discuss how to compare how waterproof the different materials are, for example:* Drip water onto the material until it seeps through
* Pour a set amount of water onto the material
* Wrap up a cotton ball in the material & put into water

Children decide on and carry out a simple test to measure the waterproofness of different materials – groups try different ways to answer the question.Discuss as a class the different ways in which groups tested waterproofness. Teacher box 3 - use Q, discussion and observationAdult collect utterances or ask target children or those who have not worked with an adult. These could be recorded in floorbooks or annotated photos.**Adapting the activity** Photo of child dropping blue water onto fabric**Support:** Support children to decide which test to carry out.**Extension:** Try more than one method of testing.**Other ideas:** Test different properties relevant to the purpose. Make product. **Questions to support discussion*** How will you know if it is waterproof?
* How much water will you use? How long will you put it in the water for?
* Can you order the materials: most to least waterproof?
* Do you think everyone else will find the same result?
* How else could you test the material?
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| **Assessment Indicators** **Not yet met:** Describes their idea/test but it may not help to answer the question and does not consider alternative methods.**Meeting:** Explains different tests, *e.g. you can find out which is waterproof by --- or ---***Possible ways of going further:** Comments on the best way to find out and understands that a comparison has to be fair, *e.g. I need to add the same amount of water.* |

 Teacher box 3 - use Q, discussion & observation. See TAPS pyramid for more egs.