**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Materials | Year 2  Age 6-7 | | Title: Waterproof materials |
| **Logo for planning strand of Working ScientificallyWorking Scientifically**  **Plan:** Ask simple questions and recognise that they can be  answered 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? | | | |
| **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 observation](https://taps.pstt.org.uk/responsive-teaching/)Adult 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? | | | |
| **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 and observation](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 3 - use Q, discussion & observation. See TAPS pyramid for more egs.