**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Living things and their habitats | Year 2  Age 6-7 | Title: Feeding simulation |
| **Working Scientifically**  Logo for doing strand of Working Scientifically  **Do:** Perform simple tests, observe closely | **Concept Context**  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | |
| **Assessment Focus**   * Can children carry out a simple test to simulate feeding? * Can children observe closely to collect data? | | |
| **Activity** *We are going to be environmental scientists.*  Discuss how different animals feed and what they feed on, linking to other lessons on food chains and feeding as a life process (something that all living things do).  Introduce feeding simulation: use finger ‘beaks’ (thumb and forefinger) to ‘feed’ (grab as much food as they can from a mixture and put onto a plate) for a set time e.g. 20 seconds until predator spotted.  [Teacher box 2 – discuss objectives and criteria.](https://taps.pstt.org.uk/responsive-teaching/) Provide each pair/group with a feeding mixture in a bag or small pot. For example:   * Food: small pasta, popcorn maize, bird seed * Plastic ‘food’: plastic beads, bits of plastic bags or straws   Could do class stop/start feeding timings, or do in small groups e.g. 1 feeder, 1 timer, 1 recorder, 1 sorter. Ensure time to observe and classify the ‘food’ that they collected. Record how much food and plastic/not-food has been ‘eaten’ after each feeding session.  Share findings and discuss what could happen to wildlife if they ate this mixture.  **Adapting the activity**  **Support:** Provide a small number of the larger items of ‘food’ to grab and sort.  **Extension:** Try ‘scoop’ feeding in water or sand. Further research about the effects of plastic pollution.  Mix of seeds and bits of plastic for 'food'**Other ideas:** Create a poster or video to discourage littering/ plastic pollution, or to encourage saying ‘no’ to one (or all!) of the Big 4 plastic polluters (coffee cups, straws, plastic bottles, plastic bags).  **Questions to support discussion**   * How much of each type was collected? * Can all of this mixture be eaten safely? * What might happen if an animal ate this mixture? * Which bits of the mixture can be digested? * Where might the plastic pieces come from? | | |
| **Assessment Indicators**  **Not yet met:** Children have difficulty performing the test, e.g. trouble sorting or counting the ‘food’.  **Meeting:** Children meeting the objective would be able to follow instructions to carry out the simulation and observe closely to sort the ‘food’.  **Possible ways of going further:** Children may consider the implications of repeatedly feeding in a plastic-rich environment. They may consider other implications e.g. plastic around feet/wings etc. They may go on to do their own research about the main plastic pollutants in the ocean. | | |

[Teacher box 2 – discuss objectives and criteria. ](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 2 - discuss objectives and criteria. See TAPS pyramid for more egs.