**TAPS Plan for Focused Assessment of Science**

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