**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Light | Year 3  Age 7-8 | Title: Can everything make a shadow? |
| Logo for doing strand of Working Scientifically**Working Scientifically** **Do:** Gather and record data to answer questions. | | **Concept Context**  Recognise that shadows are formed when the light from a light source is blocked by an opaque subject. |
| **Assessment Focus**   * Can children make a series of careful observations? * Can children record their observations in a systematic way that relates to the question? | | |
| **Activity** *Today we are going to be physicists*  Provide the children with a collection of materials to explore (some transparent, some translucent and some opaque).  Ask the children to investigate which materials form shadows when a torch is shone on them (e.g. colour, darkness, no shadow?)  [Teacher box 4 -  gather evidence in a range of ways.](https://taps.pstt.org.uk/responsive-teaching/)Ask them to record their observations to answer the question about which materials form a shadow (e.g. draw, write, sort, photo, order, table). Can they categorise or order the materials and/or shadows in some way?  Photo of torch shining onyo blocks  **Adapting the activity**  **Support:** Prompt children to describe shadow & scribe their comments.  **Extension:** Challenge the children to characterise the differences they observe between the shadows e.g. pale / dark.  **Other ideas:** Make shadow puppets with opaque and translucent parts.  **Questions to support discussion**   * Photo of child shining torch onto a shadow puppet Where will you write down the materials you are testing? * How will you record what you have seen? * What would be a good heading for this column? * Does this material form a good shadow? * What do you notice about this material/shadow? * Where have you recorded what happened with this material? | | |
| **Assessment Indicators**  **Not yet met:** Can use their observations to decide whether or not a shadow has been formed by the material, *e.g. has sorted materials into two piles or recorded tick/cross.*  **Meeting:** Can make observations and decide how to record them to answer the question, *e.g. independently records best to worst shadow.*  **Possible ways of going further:** Recording communicates clearly how it answers the question, using appropriate vocabulary such as opaque, translucent and transparent. | | |

[Teacher box 4 -  gather evidence in a range of ways.](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 4 - gather evidence in a range of ways.

See TAPS pyramid for more examples.