**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Light | Year 3Age 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?
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| **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.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?
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| **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.

 See TAPS pyramid for more examples.