**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Living things and their habitats | Year 6  Age 10-11 | Title: Outdoor keys |
| Logo for Doing section of Working Scientifically**Working Scientifically**  **Do:** Record the results of a  survey using a classification key | **Concept Context**  Give reasons for classifying plants and animals based on specific characteristics | |
| **Assessment Focus**   * Can children create questions which separate animal/plant groups? * Can children create a clear classification key, using scientific language? | | |
| **Activity** *We are going to be environmental scientists.*  Remind children about how to use/make a classification key e.g. using wildlife from a different habitat, design a branching key (using IT or large sheets of paper). Emphasise the requirement for yes/no questions and scientific language.  We do not yet have a classification key specific to our local environment – what living things would we expect it to include? Discuss classification groups (in/vertebrates, flowering/nonflowering plants etc) appropriate to local habitat. Conduct a local wildlife survey of plants and animals in or around the school grounds, collecting plant samples or drawings/photos of animals/plants to help to make a key.  Ask pupils to make a key to identify 6-8 local animals and/or plants. Children try others’ keys to see it can successfully classify a member of their sample.  [TAPS pyramid Pupil box 4 logo - assess peers.](https://taps.pstt.org.uk/active-pupils/)  **Adapting the activity**  **Support:** Provide key features for different animal groups to help children e.g. in/vertebrates, insects, spiders etc. Prompt with questions to support developing a classification key, e.g. Does the sample have leaves? Does the sample have wings?  **Hand drawn branching keyExtension:** Encourage children to use keys, computers and books to identify and name the unknown plants and animals in their local habitat.  **Other ideas:** Play ‘Guess Who?’ games to help develop key questions.  **Questions to support discussion**   * What is similar/different about these? * What yes/no question can you ask to separate these two groups? * What characteristics does this living thing have? * What are the key features of member of vertebrates / invertebrates / flowering plants / non-flowering plants / fungi etc. | | |
| **Assessment Indicators**  **Not yet met:** With support, children can group animals and plants according to basic characteristics but may not yet know scientific names or be able to identify more subtle differences *e.g. a worm does not have a skeleton.* Key questions may lack clarity or not result in a yes/no answer.  **Meeting:** Children meeting the objective would be able to ask yes/no questions which demonstrate understanding of key differences between types of living things. Children can use the structure of a classification key, placing and ordering questions to support classification *e.g. Does it have a segmented body? Yes – worm, No – does it have a shell? Etc.*  **Possible ways of going further:** Can explain the limitations of their key, *e.g. I found a yellow ladybird rather than a red one.* Research further to develop a branching key to identify a selection of plants and animals which are less commonly known. | | |

[TAPS pyramid Pupil box 4 logo - assess peers.  ](https://taps.pstt.org.uk/active-pupils/) Pupil box 4 - assess peers. See TAPS pyramid for more examples.