**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Plants | Year 1 Age 5-6 | Title: Leaf looking |
| **Working Scientifically**Observing closely | **Concept context**identify and describe the basic structure of a variety of common flowering plants, including trees |
| **Assessment Focus*** Can children observe closely and make an accurate representation of a leaf that they have found?
* Can children describe features on their leaf?
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| **Activity** *Today we will be botanists.*Go on a ‘welly walk’ in school grounds to collect leaves *(with clear instructions about where they are allowed to go and what they are allowed to collect/pick e.g. try to collect fallen leaves, do not over-pick from one plant, warn to look for prickles and stinging nettles etc – check with an adult if unsure).* Use magnifiers to look closely at the leaves and ask pairs to discuss what is the same/what is different. Draw a leaf, labelling with support. At an appropriate point, you could include a mini-plenary in which you show a drawing by the class teddy/puppet. Ask the children to give advice on how to improve the drawing e.g. *what colour is the leaf stalk? Where do the veins really go?*Children could then improve their own or do another drawing.Wash hands.**Adapting the activity** **Support:** Adult prompts to look carefully at veins, hairs, colour etc.**Extension:** Label parts of the leaf, e.g. veins, hairs. Compare two leaves.**Other ideas:** Provide some unusual leaves (or pictures), e.g. composite leaf, cactus, grass. Collect a nature paint pallet: stick small bits onto a card strip (with double sided tape on.)**Key Questions** * What does a leaf look like?
* How are these leaves different/similar?
* What shape/colour is your leaf?
* Where did you find your leaf? How do you think it got there?
* Does you leaf have hairs/veins? Why do you think they are there?
* Does your leaf look the same on both sides?
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| **Assessment Indicators** **Not yet met:** Children draw a leaf but shape may not be accurate or features are missing**Meeting:** Children can draw a leaf outline accurately and show hairs/veins when present.**Possible ways of going further:** Children compare the features of different leaves. |



Pupil box 5 - act on feedback. See TAPS pyramid for more examples.