**TAPS Scotland**

**Focused assessment of scientific skills**

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| **Topic:** Sound | Primary 1Age 4-5 | Activity title: Scooping sounds |
| Logo for planning strand of Working Scientifically**Scientific skills focus****Plan & design:** Explores & observes through play. Makes simple predictions of what might happen.  | **Curriculum link**Through play, I have explored a variety of ways of making sounds. SCN 0-11a |
| **Assessment focus*** Can children explore how to make different sounds with the materials?
* Can children make predictions about the kind of sound which will be made?
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| **Activity** Provide different sized containers *e.g. tin cans, cardboard tubes with one end sealed, plastic containers with lids, plastic hollow Easter eggs, material scraps, balloons and elastic bands.*Provide a wide variety of contents *e.g. beads, buttons, dried beans, paper clips, cotton wool balls, etc, plus spoons/scoops for measuring/stirring*.Invite the children to explore the materials and ‘scoop a sound’ to create different instruments.Pupil box 2 - focus on science objectives. Discuss their observations and predictions e.g. *what sounds do you think this will make? What if you stir the can with a wooden/metal spoon? Listen to the sound. Can you describe it?* Stretch a balloon over the top or place material over the top and secure it. Shake the can / container. *Is it louder or quieter? What else could we try?* Capture their observations and predictions on post its. **Adapting the activity** **Support:** Explore the materials one at a time with the child and discuss the sound made. Use vocabulary quiet / loud to describe the sounds made. Provide flash cards of vocabulary with pictures beside the words.**Extension:** Make a variety of instruments and order them from quietest to loudest.**Other ideas:** Elastic band guitar. Consider muffling the sound made.https://www.pinterest.com/pin/37576978115057002/**Questions to support discussion*** What do you think these will sound like?
* How would you describe that sound?
* Does this one make a different sound?
* How could you make it louder/quieter?
* What sound will it make if you shake it? Roll it? Tap it with a wooden spoon?
* What will happen if you use more or less dried beans?
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| **Benchmark indicators** **Working towards:** Explores the materials and makes different sounds but does not communicate their observations or predictions.**Achieved:** Explores the materials and observes the different sounds carefully. Predicts, then investigates, ways to make sounds louder and quieter.**Possible ways to go further:** Children may begin to describe patterns, test their predictions in a systematic way, raise further questions to investigate, request additional materials. |

 Pupil box 2 - focus on science. See TAPS pyramid for more examples.