**** **TAPS Cymru**

**Plan for Focused Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Science & Technology topic:** Materials, outdoor learning | Reception/Year 1  Age 4-6 | | **Title:** Bubble snakes |
| Logo for reviewing strand of Working Scientifically**Being curious focus**  I can explore and communicate my ideas. | | **Concept context**  I can explore the properties of materials and choose different materials for a particular use. | |
| **Assessment focus**   * Can children explore bubble snakes and discuss their findings? * Can children describe the effect of using different materials? | | | |
| Bubble snake eg using cloth**Activity** *Today we will be product testers.*  ***In advance:*** *cut the top off some plastic bottles - smooth the cut edge if needed e.g. with nail file or putting edge to hot surface of pan. (Prepare enough for a group and then wash before passing onto others.) Attach fabric (or sock) to the large end of the bottle with an elastic band. Dip the fabric end in bubble mix (e.g. watered down washing up liquid) and blow through the top of the bottle to make a ‘bubble snake’.*  ***NB. no sharing bottles, follow Covid guidance e.g. blowing outside only.***  A toy factory would like their help with a new product. Demonstrate blowing a bubble snake to children, noting that they will be using one bottle end each, to keep clean. Provide a range of different fabric and invite the children to explore which materials make the best/worst snake or are the easiest/hardest to blow.  [Teacher box 7 - time to reflect.](https://taps.pstt.org.uk/responsive-teaching/) Dip fabric end into bubble mixture, and blow though bottle top to get column of bubbles - bubble snakeDiscuss their findings, supporting them to describe similarities, differences and patterns.  **Adapting the activity**  **Support:** Provide 3 fabrics initially: holey, dense and in between.  **Extension:** Can you measure the length of the bubble snake?  **Other ideas:** Try varying other factors e.g. bottle shape/size, proportion of water and washing liquid.  **Questions to support discussion**   * How hard/how many times did you blow to make a snake with this fabric? * Which fabrics were easier/harder to blow? * Which fabric do you think made the best/worst bubble snake? * Why do think that fabric was best/worst? * Are there any other fabrics like it? * What’s different about this fabric? | | | |
| **Assessment Indicators**  **Not yet met:** Explores the materials to make a bubble snake but does not communicate their observations or findings.  **Meeting:** Explores the materials and discusses their findings, for example, comparing the fabrics in terms of the length of snake or how hard they had to blow.  **Possible ways of going further:** Children may begin to describe patterns (e.g. *the more holes, the easier to blow*), raise further questions to investigate, request additional materials. | | | |

[Teacher box 7 - time to reflect. ](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 7 – time to reflect. See TAPS pyramid for more egs.