**** **TAPS Cymru**

**Plan for Focused Assessment**

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| **Science & Technology topic:** Materials, outdoor learning | Reception/Year 1  Age 4-6 | | **Title:** Mixing materials |
| Logo for doing strand of Working Scientifically**Being curious focus**  I can explore the environment and make observations | | **Concept context**  I can explore the properties of materials | |
| **Assessment focus**   * Can children explore the properties of materials? * Can children describe their observations of the materials and mixtures? | | | |
| **Activity** *Today we will be materials scientists.*  Provide an area and a range of materials for playful exploration, e.g. one of the following could be set up:   * ‘Mud kitchen’ with natural materials and water. * ‘Potions’ station with kitchen ingredients like flour, salt, water. * Powder paints for colour mixing. * red/blue; red/yellow and blue/yellowColour mixing jars containing half water, half oil, dyed with water and oil based food colouring respectively. E.g. primary colour combinations of red/blue; red/yellow and blue/yellow, which can be shaken to mix and then left to settle. (see pic)   *NB. If using oil and water jars, the oil needs to be disposed of according to local regulations e.g. in food waste if possible.*  [Teacher box 3 - use Q, discussion and observation](https://taps.pstt.org.uk/responsive-teaching/)As appropriate, join in the activity to support use of vocabulary and description of the material properties. Collect vocabulary on labels, post its or in a floorbook.  Pan containing mud. Child is mixing in shaving foam.**Adapting the activity**  **Support:** Return to the activity frequently to support use of vocabulary.  **Extension:** Provide labels to list features of potions.  **Other ideas:** Write ‘recipe’ instructions for their potions.  **Questions to support discussion**   * What can you see? What does it feel/smell like? * What did you add? How does it look/feel now? * Will it look different if we leave it here for a while? * What has happened to it? | | | |
| **Assessment Indicators**  **Not yet met:** May mix materials, but does not observe closely or verbalise their observations.  **Meeting:** Describes their observations of materials and the mixtures they create.  **Possible ways of going further:** Uses a wide range of vocabulary and/or applies knowledge from other experiences to predict what will happen to the mixtures. | | | |

[Teacher box 3 - use Q, discussion and observation](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 3 – use Q, discussion and observation. See TAPS pyramid for more egs