**** **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?
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| **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 observationAs 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?
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| **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. See TAPS pyramid for more egs