**** **TAPS Cymru**

**Plan for Focused Assessment**

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| **Science & Technology topic:** Materials, outdoor learning | Year 1/2  Age 5-7 | | **Title:** Surprise materials |
| Logo for reviewing strand of Working Scientifically**Being curious focus**  I can recognise patterns from my observations and investigations and can communicate my findings | | **Concept context**  I can observe and describe ways in which materials change when they are mixed together. | |
| **Assessment focus**   * Can the children observe and describe what happens when they mix materials? * Can the children describe and share their findings? | | | |
| **Activity** *Today we will be food technologists.*  The Tiger (from the book ‘The tiger who came to tea’ by Judith Kerr) would like to come for a picnic, but we would like to surprise him this time (or choose another suitable guest to surprise e.g. the Head or parents). Provide a range of materials for the children to explore to make their ‘surprising pretend tea’ (NB. a surprising look, no tasting):   * e.g. solids: baking powder or bicarbonate of soda, flour, salt, and/or mud, sticks and leaves for making pretend buns etc (mud kitchen). * e.g. liquids: water, vinegar, washing up liquid, food colouring, shaving foam. * Plus mixing bowls, spoons, plates etc.   Note that scientists try one mix at a time, so best to start with a small amount of two ingredients (rather than mix everything at once!)  [Teacher box 7 - time to reflect.](https://taps.pstt.org.uk/responsive-teaching/) After some exploration time, ask the children to share their findings: what happened when they mixed different materials together?  What ‘ingredients’ could make a surprising pretend tea?  **Adapting the activity**  **Support:** Provide a recording table to help remember what was mixed and the outcome.  **Mud and shaving foam mixtureExtension:** Ask children for their suggestions for other materials to mix.  **Other ideas:** Write/draw a recipe for their surprising tea. Explore other mixtures e.g. make their own playdough.  **Questions to support discussion**   * What happened when you mixed these two? * Which materials changed? Which stayed the same? * How did they change? * What was the most surprising? | | | |
| **Assessment Indicators**  **Not yet met:** May find it difficult to describe their observations. May have mixed randomly so unsure what mixtures contain.  **Meeting:** Discusses their observations, which may include comparisons between the mixtures.  **Possible ways of going further:** Make a range of observations about the mixtures and uses this to predict further mixtures. They may consider real life applications or links to prior experience. | | | |

[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.