**** **TAPS Cymru**

**Plan for Focused Assessment**

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| **Science & Technology topic:** Materials, outdoor learning | Year 1/2Age 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?
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| **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. 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?
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| **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. See TAPS pyramid for more egs.