**** **TAPS Cymru**

**Plan for Focused Assessment**

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| **Science & Technology topic:** Living things | Year 1/2Age 5-7 | **Title:** Animal home build |
| **ogo for planning strand of Working ScientificallyBeing curious focus**I can use my knowledge and understanding to predict effects as part of my scientific exploration. | **Concept context** I can explore relationships between living things and their habitats. |
| **Assessment focus*** Can the children talk about how what animals might need in their habitat?
* Can the children suggest ways to help animals in their local area?
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| **Activity** *Today we will be environmental scientists.*Select an area in the school grounds or nearby where small changes could be made and decide the focus for the discussion with pupils e.g. [bug hotel](https://www.rspb.org.uk/get-involved/activities/give-nature-a-home-in-your-garden/garden-activities/buildabeebandb/), [toad/frog hide](https://www.rspb.org.uk/get-involved/activities/give-nature-a-home-in-your-garden/garden-activities/makeafrogandtoadabode/), [bird café](https://www.rspb.org.uk/get-involved/activities/give-nature-a-home-in-your-garden/garden-activities/openabirdcafe/) etc.Discuss what animals need to survive and how we can help. Support children to find out about what a specific animal might need in a micro-habitat ‘home’ or hiding place (e.g. using links above). Plan together how to make the toad house/hide (or similar) e.g. drawing, collecting and arranging sticks, gathering tools for digging etc. Dig or build the animal micro-habitat ‘home’, discussing how this will help the animal survive.Pupil box 3 - assess own ideasHow did you make your idea work?**Adapting the activity** **Support:** Provide pictures of the chosen animal and examples ‘homes’.**Extension:** Label a diagram of the planned animal ‘home’.**Other ideas:** Explore other ways to support local wildlife e.g. planting bee-friendly flowers.Bug hotel**Questions to support discussion*** Which animal is in this photo?
* What does it need to survive?
* Where does it live?
* Where could it hide/hibernate?
* What could we use to make a hiding place?
* How will we do this?
* What tools will we need?
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| **Assessment Indicators** **Not yet met:** Follow instructions for collecting sticks or digging, but does not link this to the animal.**Meeting:** Makes practical suggestions about what the animal might need and how to make the animal home/hide.**Possible ways of going further:** Creates their own animal homes in independent play. Asks questions about what other animals survival needs. Makes suggestions about other places in the school grounds/nearby that could be re-developed to support local wildlife. |

 Pupil box 3 – assess own ideas. See TAPS pyramid for more egs.