**** **TAPS Cymru**

**Plan for Focused Assessment**

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| **Science & Technology topic:** Sound or materials | Year 1/2Age 5-7 | **Title:** Muffling sound |
| 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 explore and communicate the basic properties of sound. |
| **Assessment focus*** Can the children describe differences between the materials in terms of muffling sound?
* Can the children communicate their findings?
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| **Activity** *Today we will be sound technologists.*Set up a problem scenario for the children, e.g. a teacher or character cannot get to sleep because of a ticking alarm clock, the crocodile from Peter Pan wants to hide his tick etc.Provide a range of materials for children to explore, which could muffle the sound most effectively? Discuss how to test this and how to make fair comparisons e.g. 1 layer of material over a ticking clock or repetitive sound on an ipad/tablet e.g. <https://youtu.be/P1h64DaiNiY> Try out/agree how to ‘measure’ the sound e.g. sort into ‘blocks a little/a lot’ etc, score out of 5 for how well it muffles, or count number of paces (outside) until cannot hear the sound anymore.Depending on age and number of adults,Teacher box 7 - time to reflect.  support class/groups to carry out the investigation and then come back together to discuss their findings. Could record by ordering of materials and labelling with post-its or in a floorbook. **Adapting the activity** **Support:** Provide a recording table and/or a small number of materials.Teddy, clock and fabric to test**Extension:** Explore layers of material, e.g. how many layers will block the sound?**Other ideas:** Use a datalogger or sound app to measure the sound (in a quiet area).Make sound insulating earmuffs for the character trying to sleep.**Questions to support discussion*** Which material do you think will block the sound the most? Least? Why?
* What did you do to test the material?
* What did you find out?
* Did others find the same?
* Which way of measuring the sound do you think worked best?
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| **Assessment Indicators** **Not yet met:** Unclear about findings. May struggle to put materials in order of best to worst at muffling sound.**Meeting:** Can order the materials they tested and discuss their findings. May begin to describe patterns e.g. thick materials are better at muffling sound, materials with holes in let the sound through.**Possible ways of going further:** May consider real life applications or links to prior experience. May recognise the imprecise nature of the ‘measures’ and that different people may have different levels of hearing. |

 Teacher box 7 – time to reflect. See TAPS pyramid for more egs.