**TAPS Plan for Focused Assessment of Science**

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| **Topic:**  Animals including humans | Year 1  Age 5-6 | | Title:  Body parts |
| Logo for reviewing strand of Working Scientifically**Working Scientifically**  **Review:** Use observations and ideas to suggest answers to questions | | **Concept Context**  Identify basic parts of the human body and say which part of the body is associated with each sense. | |
| **Assessment Focus**   * Can the children observe and name parts of the human body? * Can the children use their observations to say which part of the body is associated with each sense? | | | |
| **Activity** *Today you are an anatomist.*  Play body part games e.g. Heads, shoulders, knees & toes, Simon says etc.  What parts of the body do you know? Point to parts on themselves or others.  Could look closely at body parts using magnifying glasses / mirrors (mouth, eyes, ears, noses) – are they all the same? What are these parts for?  Ask children to create a model (e.g. play dough or clay) of the human body and label the parts (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).  [Teacher box 4 -  gather evidence in a range of ways.](https://taps.pstt.org.uk/responsive-teaching/)Describe which part is associated with each sense and explain what we use each sense for. Could label with different coloured paper or on a class/group model.  **Photo of child's clay model with pinned labels for body partsAdapting the activity**  **Support:** Adult to ask the names for parts of the model and scribe.  **Extension:** To name other parts of the body including internal organs.  **Other ideas:** Make large models out of scrap. Make models of animals.  **Questions to support discussion**   * What different parts of the body have you made? * What does that part of the body do? * What does this part help us to do? * Which part of the body helps us to smell etc? * What do you think happens inside? | | | |
| **Assessment Indicators**  **Not yet met:** When prompted can name some body parts but does not suggest what these parts might do.  **Meeting:** Can name a range of body parts. Can link body parts to senses, *e.g. I can smell things with my nose.*  **Possible ways of going further:** Can talk about differences and similarities of body parts. Can name some internal organs, *e.g. heart, brain, lungs, stomach.* | | | |

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See TAPS pyramid for more examples