**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Animals including humans | Year 1Age 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?
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| **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.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?
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| **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.* |

 Teacher box 4 - gather evidence in a range of ways.

 See TAPS pyramid for more examples