**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Plants | Year 3  Age 7-8 | Title: Close observation of flowering plants |
| Logo for doing strand of Working Scientifically**Working Scientifically**  **Do:** making systematic and careful observations | **Concept Context**  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | |
| **Assessment Focus**   * Can children observe closely? * Can children identify parts of a flowering plant? | | |
| **Activity** *We are going to be environmental scientists.*  Bee on flowerProvide opportunities for children to closely observe a range of flowering plants e.g. make drawings or take photos on a local or school grounds walk, collect ‘weeds’ when working in the school garden, dissect bought flowers or fruit, use magnifying glasses, digital microscope or zoom in with ipad etc.  Identify and label parts of the observed plants, noting the variety (e.g. *roots, stem/trunk, leaves, flowers*, *pollen, petals, fruit, seeds).*  Discuss the role of flowers and note the stage of the life cycle observed.  If possible, return to the flowers to observe change over time e.g. flowers on the brambles at the edge of the school field (2nd picture) becoming blackberries (3rd picture).  Blackberry flowers and young fruit[Teacher box 2 – discuss objectives and criteria.](https://taps.pstt.org.uk/responsive-teaching/)  **Adapting the activity**  **Support:** Provide word bank for plant parts to support discussion  **Extension:** Find or research other flowers that are wind or insect pollinated.  **Other ideas:** Link with Art to explore observational drawing with different media.  **Questions to support discussion**   * Which part of the plant have you drawn here? * What does this part of the plant do? * Blackberry fruitsCan you see any pollen? * Do you think the pollen sticks to an insect or gets blown by the wind? * Do you think this flower has already been pollinated? * Have the petals started to fall off yet? Is the fruit growing yet? * Where do you think the seeds will grow on this plant? * How do you think this plant will disperse its seeds? | | |
| **Assessment Indicators**  **Not yet met:** Children’s talk or drawings do not demonstrate close observation e.g. draw a ‘classic’ flower rather than the one in front of them. They may be unable to name plant or flower parts, or role in life cycle.  **Meeting:** Children meeting the objective would be able to demonstrate close observation in their drawings or discussion of parts of a flower e.g. noticing differences and similarities between the flower parts.  **Possible ways of going further:** May consider how flowers are shaped to enhance wind or insect pollination. | | |

[](https://taps.pstt.org.uk/responsive-teaching/) Teacher box 2 – discuss objectives and criteria. See TAPS pyramid for more egs.