**TAPS Cymru**

**Plan for Focused Assessment**

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| **Science & Technology topic:** Materials or Living things | Year 3-4  Age 7-9 | | **Title:**  Litter pick questions |
| **ogo for planning strand of Working ScientificallyBeing curious focus**  I can ask questions and use my experience to suggest simple methods of inquiry. | | **Concept context**  I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. | |
| **Assessment focus**   * Can the children raise questions about litter in the local area? * Can the children make suggestions to plan their inquiry? | | | |
| [Teacher box 2 – discuss objectives and criteria.](https://taps.pstt.org.uk/responsive-teaching/) **Activity** *Today we will be environmental scientists.*  Select and discuss an area in the school grounds or nearby where litter may be problem. (Share photos of the area if it is likely to be unfamiliar to the children).  Provide question stems (or [GSSfS Question spinner or hand](https://www.greatscienceshare.org/question-makers)) to support the children to raise a variety of questions: *How…? Where…? Is there more…? What….? Which…? How much…?*  Identify questions that can be investigated e.g. *Is there more litter in x than y? What kinds of materials are dropped? How much of the litter can be recycled?*  Select class or group questions to investigate. Could link to type of inquiry e.g. pattern-seeking or classifying. Discuss methods, planning both how to answer the question *(e.g. trios with tally chart, picker and carrier)*, and how to do this safely *(e.g. gloves, litter picker tools, hand washing, safe disposal)*.  Discuss children’s findings and whether they have been able to answer their questions.    **Adapting the activity**  **Support:** Provide a tally table layout or guidance.  **Extension:** Draw a map of the area and highlight problem litter areas.  Log litter pick on The Kids Against Plastic app/map <https://www.kidsagainstplastic.co.uk/map/>  **Other ideas:** Compare findings to those on Kids Against Plastic site, consider most common litter and spot patterns.  https://www.kidsagainstplastic.co.uk/map/  **Questions to support initial/later discussion**   * What litter can we see? What is it made of? How do you know? * Which of these can be recycled? How do you know? * What questions can we ask about what we can see? * Which of these questions could we investigate? * How can we collect the litter safely?   *Later:* Were you able to answer your question? Is there anything that you would do differently? Why? | | | |
| **Assessment Indicators**  **Not yet met:** Suggestions are not practical or not specific to question.  **Meeting:** Makes practical suggestions for how to collect data to answer their questions. Can say whether their findings enable them to answer their initial question.  **Possible ways of going further:** Identifies factors affecting litter prevalence. Uses their results to make suggestions about how to solve litter problems. Describes implications of litter on wildlife. Raises further questions for investigation. | | | |

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