**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Animals including humans | Year 3  Age 7-8 | | Title: Investigating the human skeleton |
| **Logo for planning strand of Working ScientificallyWorking Scientifically** **Plan:** Ask relevant questions anduse different types of scientificenquiries to answer them | | **Concept Context**  Identify that humans have skeletons and muscles for support, protection and movement | |
| **Assessment Focus**   * Can children ask questions about the diversity of human skeletons? * Can children turn questions into a form that can be investigated? | | | |
| **Activity** *Today we are going to be osteologists*  Discuss differences between human skeletons, taking care when discussing differences between children in class. Consider which bones can be more easily measured e.g. skull, foot, part of arm/leg etc. Ask children to use these ideas to create a question to be investigated, e.g.  *Are adult heads bigger than children’s heads?*  [Shared Understanding box 3 – understand progression](https://taps.pstt.org.uk/shared-understanding/)*Do taller children have longer arms/bigger feet etc?*  *Am I/Are you a square? (look at arm span versus height)*  Ask children to explain how they will answer their question. Support them to carry out their **pattern seeking enquiries** to answer their own questions.  **Adapting the activity**  **Support:** Model how to ask relevant questions and support directly with turning them into an investigable form. Ask later if outcome was what they expected or if it surprised them.  Picture of man with arms outstretched from a worksheet**Extension:** Ask children to independently turn questions into an investigable form.  **Other ideas:** Ask questions about animal skeletons.  **Questions to support discussion**   * What other questions could we ask that are a bit like this one? * How could you investigate your question? * What will you be measuring? * What equipment will you need? * Do you think we will find a difference between…? * What do you predict you will find out? * What do you think will be the general trend in your results? | | | |
| **Assessment Indicators**  **Not yet met:** Can ask questions about the human body, e.g. *How big are people’s heads? I wonder who has got the biggest feet?* Unable to relate the question to a suitable enquiry.  **Meeting:** Can ask questions, and turn them into a form that can be investigated *e.g. Do Y6 children have bigger heads than Y4 children?*  **Possible ways of going further:** Investigate more than one criteria e.g. Will taller people have wider arm spans and wider hand spans? | | | |

**This investigation can be for any age and can have a different Working Scientifically focus e.g. do across the school and look for progression.**

Shared Understanding box 3 – progression. See TAPS pyramid for more examples.