

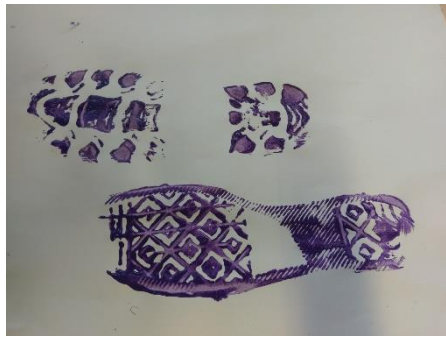


<b>Topic:</b> Body systems/Topical science	Primary 1 Age 4-5	<b>Activity title:</b> Forensic footprints
<b>Scientific skills focus</b> <b>Carry out:</b> Use their senses to acquire information.		<b>Curriculum link</b> I can identify my senses and use them to explore the world around me. SCN 0-12a
<b>Assessment focus</b> <ul style="list-style-type: none"> <li>• Can children observe closely to describe the footprints?</li> <li>• Can children compare the size of different footprints?</li> </ul>		
<p><b>Activity</b> <i>Today we are forensic scientists</i></p> <p>Set up mystery footprints e.g. linked to a story or a missing item. Invite the children to explore and create footprints of different sizes and/or using different media e.g. muddy wellies, painted footprints, water prints across the playground. Collect footprints e.g. draw around water prints in chalk, cut around muddy or painted prints. Compare the footprints, discussing size, shape and patterns. Order the footprints in terms of size. Challenge the children to find a match for the mystery prints and explain why they think they have found a match.</p> <p><b>Adapting the activity</b>  <b>Support:</b> Provide a small selection of shoes and prints to match.</p> <p><b>Extension:</b> Measure the footprints with strips of paper or tape or simple rulers. What else can we tell from the footprints e.g. which direction were they going? Were they running, walking or tiptoeing?</p> <p><b>Other ideas:</b> Look for other evidence e.g. left items – what did the culprit leave behind, what does this tell us about them? Link to and explore animal tracks.</p> <p><b>Questions to support discussion</b></p> <ul style="list-style-type: none"> <li>• What can you tell me about these footprints?</li> <li>• Which footprint is the biggest/smallest?</li> <li>• Which footprints have patterns inside?</li> <li>• Which footprints did you make? How can you tell?</li> <li>• Who do you think left these footprints? Why?</li> </ul> <div data-bbox="1372 851 1444 918" style="text-align: right;">  </div> <div data-bbox="1021 1321 1468 1657" style="text-align: right;">  </div>		
<b>Benchmark indicators</b> <b>Working towards:</b> Children make footprints but do not yet look closely to identify their own or others' prints. <b>Achieved:</b> Children look closely at the footprints e.g. notice patterns, can say which is smaller or bigger. <b>Possible ways to go further:</b> Children may begin to measure the prints using non-standard or standard units.		