

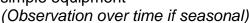
TAPS Plan for Focused Assessment of Science



TEACHING TRUST		
Topic: Plants	Year 1	Title: Plant structure
(and Seasonal change)	Age 5-6	

Working Scientifically

Do: Observe closely using simple equipment



Concept Context

Identify and describe the basic structure of a plant and a tree.

(Could repeat seasonally)

Assessment Focus

- Can children make careful observations of similarities and differences between
- Can children label the basic parts of a plant?

Activity Today we are botanists.

Children could go on a 'Weedy Welly Walk' to dig up weeds (including roots).

Provide different types of real plants and pictures e.g. flower/vegetable/weed or picture of a wild flower/sapling/tree. Children to explore the plants using magnifying glasses, rulers. Using post-it notes ask the children to write labels to identify the basic structure of a plant.

Question the children (this could be a small group activity) to explain what they know about each part of the plant (see questions below).

Record comments that the children make and/or photograph the labelled plant.

NB. Only dig up wild plants which are not protected species (e.g. bluebells cannot be dug up).

H & S – Ensure children wash their hands after touching plants.

Adapting the activity

Support: Provide pre-made labels to prompt, e.g. stem, roots, etc.

Extension: Make comparisons between plants. How is this similar or different to trees?

Other ideas: Repeat weedy welly walk in a different season

Questions to support discussion

- What do you notice about these plants?
- Can you tell me the name of this part?
- What does each part of the plant do?
- Where does it grow?
- What differences can you see between these plants?
- Why might the plants look different?
- What happens to it during different seasons?

Assessment Indicators

Not yet met: Describe what they can see using everyday language. With support, label the basic structure of a plant.

Meeting: Can describe and point to the basic structure of a plant and a tree using scientific language, e.g. leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branch, stem. May begin to explain what the parts of the plant are for.

Possible ways of going further: Can use their observations to make comparisons between different plants or between different plant parts, e.g. that plant has a thicker/taller stem than that one, the petals are smaller than the leaves.



Teacher box 4 - gather evidence in a range of ways. See TAPS pyramid for more egs