


<p>Topic: Animals, Including Humans</p>	<p>Year 2 Age 6-7</p>	<p>Title: Comparing hand spans</p>
<p>Working Scientifically Review: Using their observations and ideas to suggest answers to questions</p>		<p>Concept Context Recognise growth in humans.</p>
<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children use their observations to compare different hand spans? • Can children use their observations to suggest answers to their questions about hand spans? 		
<p>Activity <i>Today we are an anatomists.</i> Ask the children to compare the size of their hand with that of another child. As a class create a list of questions e.g. Do older children have bigger hands? Do taller children have bigger hands? Can bigger hands pick up more cubes? (<i>'Handspan grab' can create a graph of cubes.</i>) Discuss how hand spans could be measured and agree as a class (e.g. draw around hands, spread/closed fingers, start and end place of measurement, to nearest centimetre). With a partner to help, ask each child to measure their own hand. Record results together as a class. Ask the children to compare hand spans and suggest reasons answers to the class questions.</p> <p>Adapting the activity Support: Compare hand cut outs rather than measurements Extension: What size hands would a Year 6 child have? Why? Other ideas: Compare feet – do taller people have the biggest feet?</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • How can we accurately measure hand span? • Who had the smallest/ biggest hand span in the class? • What size hands did most children have? • What do you notice about people with the biggest hand span? • Did size of hands affect how many cubes were picked up? 		
<p>Assessment Indicators Not yet met: Can make simple comparisons, saying which hand is smallest or biggest. Meeting: Can make comparisons using their observations/results to say which hands are bigger and smaller. Suggests reasons for differences in results <i>e.g. his hand is bigger because he has had longer to grow, she holds more cubes because she spreads out her fingers far to grab them.</i> Possible ways of going further: Can make predictions relating hand span to height, <i>e.g. a Year 6 will have bigger hands / will hold more cubes because...</i> Can raise further questions related to height that could be tested, <i>e.g. when do your hands stop growing?</i></p>		



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