



You can trust Snap Science to support you – written by a **team of curriculum and science experts** led by the Primary Science Quality Mark (PSQM) National Director, Jane Turner, who is also **one of the two Independent Education Experts for Science that worked on the interim Teacher Assessment Framework**.

Snap Science Assessment allows you to review, track and record every child's progress – with **complete coverage of all concepts and skills from the new Teacher Assessment Framework** providing a comprehensive assessment solution.

Snap Science Assessment - How does it work?

Developed with **in-depth formative and summative assessment** at its core, Snap Science offers simple, yet robust tools for judging and recording whether a child is working at, towards or exceeding the expected standard.

Ongoing **formative assessment opportunities are built into every lesson plan**, along with guidance to enable teachers to use what a child has said, written, made or drawn in a lesson to confidently assess their learning.

For every concept and skill in the Teacher Assessment Framework a **Snapshot assessment task** will help you to review a child's learning and whether they are working at the expected standard.

Access full digital support in measuring attainment and progress against each curriculum objective with the **online Record Keeping Tool** on Collins Connect – an adaptable tracking and reporting system containing all the data you need to make your final teacher assessment judgements at the end of key stage.

Formative assessment

Every Snap Science lesson has a **Learning Intention** linked to National Curriculum objectives.

Shared 'I can' **Success Criteria** are also provided for each lesson, to assist pupils in identifying the steps required to achieve the learning intention.

Evidence of Learning appears at the end of every Snap Science lesson and is linked back to the learning intention. It identifies what children may have said, written, made or drawn during the lesson to have achieved the learning intention.

EVIDENCE OF LEARNING:

Watch and listen as children complete the hardness test and discuss their findings. Do they carry out the test effectively, following the method you showed them? Are they able to order the rocks, identifying which are harder and softer than others? Can they suggest which rock would be best to make a statue? Do they recognise that other factors might be important – such as whether the rock is weather resistant, or easy for a sculptor to sculpt?

MODULE 2

ROCK DETECTIVES

LESSON 4: ARE ALL ROCKS AS HARD AS ONE ANOTHER?

LESSON SUMMARY:

In this lesson children will test the hardness of a variety of rocks and make comparisons between them. By the end of the lesson children will have a greater understanding of 'hardness' as a property of rocks and be able to suggest when it may be more useful for a harder rock to be used for a practical purpose.

Key vocabulary:

rock names such as granite, marble, sandstone, limestone, chalk, hard clay and so on, soft, softer, softest, hard, harder, hardest, surface, texture

Resources:

A collection of rocks including samples of sandstone, sand, granite, chalk, limestone, marble, pumice, magnifiers and microscopes, coins, nails, images of different types of rock magnified

National curriculum links:

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Learning intention:

To test and compare rocks to identify which is the hardest

Scientific enquiry type:

Carrying out comparative and fair tests

Working scientifically links:

Using straightforward scientific evidence to answer questions, or to support their findings

Success criteria:

- I can test rocks to investigate their hardness.
- I can order them from hardest to softest.
- I can suggest when a hard rock might be more useful than a soft one.


In-school summative assessment

Snapshot assessment tasks are provided for every curriculum objective and every concept and skill in the Teacher Assessment Framework. They are short, fun assessment activities that support teachers in making their summative judgments as to whether a pupil is working at the expected standard, towards the expected standard or at great depth within the expected standard.

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SNAPSHOT ASSESSMENT: PLANT DOCTOR

Time group: 15 Minutes 7 The Agricultural Classroom: Immersion, 95, 812, 313



The top photograph shows a sunflower head and stem that are wilted and dried out, with yellowed and brown leaves, indicating a dead or dying plant. The bottom photograph shows a healthy sunflower with a bright yellow head and green leaves.

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Record-keeping

The record-keeping found on Collins Connect supports teachers to track pupil progress. As each curriculum objective is covered, and using the evidence from each lesson alongside Snapshot Assessment Task judgements, a teacher can record whether a pupil is working at the expected standard, towards the expected standard or at great depth within the expected standard. This data can be used to form the basis for reporting to parents and guardians and informing the next year's teacher. It can also be used at the end of key stage to inform final teacher assessment judgements.

