



## Plan for Focused Assessment of Science

Topic:       Year 5 Age 9-10       Aqua dynamics         Working Scientifically Review: Explain the degree of trust in the results       Conceptual Knowledge Identify the effect of water resistance in the results         Assessment Focus       Can children use test results to make predictions relating water resistance to surface area?         • Can children identify variables which may affect the results?         Activity         Challenge pairs to make a ball of plasticine or blue-tack fall as slowly as possible through water (size will depend on how big your container is – a large transparent plastic box or measuring cylinder or transparent tube in a bucket).         Ask children to explain why they think it will fall more slowly e.g. draw and label design or hold up and explain. Test designs e.g. repeating in groups or as a whole class with a number of the children timing. Support children to identify the control variables: depth of water, mass of plasticine, position of drop.         Challenge pairs to change the shape so that it falls quickly through the water.         Encourage them to use the test results to predict which shapes will fall fastest.         Adapting the activity         Support: Provide drawings of designs to try e.g. flat, boat-shaped, parachute-shaped. Select middle time if repeating readings.         Extension: Average times if repeating readings.         Extension: Average times difference which way up we drop it?         Will the shape of the object make a difference to the speed at which it falls?         Does stability make a difference? <tr< th=""><th></th><th></th><th></th><th></th></tr<>					
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