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| <p>Topic: Materials</p> | <p>Year 5 Age 9-10</p> | <p>Title: Testing nappy absorbency</p> |
| <p>Working Scientifically Plan: Plan different types of scientific enquiry, including recognising and controlling variables</p> | | <p>Conceptual Knowledge Context Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</p> |
| <p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children plan and carry out a fair test to compare the absorbency of different brand nappies? • Can children explain why the test is/is not fair? | | |
| <p>Activity Discuss the need for soaking up liquids in everyday life. What materials are used? Consider when liquid needs to be soaked up, then contained without leakage. Refer to nappies – what are the key requirements? What do they know about their history? What do they know about their construction? What if we just used a towel or tissues for a baby? Look at the packaging claims – parents have to decide which brand to choose. What would be their priority? Task is to set up a comparative investigation to find out which nappy absorbs the most water. Have planning structures available.</p> <p>Adapting the activity Support: with support (TA / scaffolding) discuss and decide what will make a good way to test and what needs to be done to keep the comparisons of 2 nappies fair. Record their results as a table Extension: Independently plan a valid fair test, present the conclusion referring to the interpretation of the data. Evaluate the effectiveness and reliability of the test.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What are you trying to find out? What are you comparing? • What will you do? What will you measure? • What will you keep the same? What will you change? • How will you record your results? • How will you verify your results? (make sure they are accurate) • How will you know if you have conducted a good test/obtained useful results? • Can you use your data to justify your conclusion? | | |
| <p>Assessment Indicators Not yet met: Say what is being changed. Needs support to explain what variables are kept the same and why. Meeting: Clearly explains the plan for the test and identifies the variables (what to change, what to measure/observe, what important factors to keep the same). Makes a reasonable attempt to control these. Exceeding: Works systematically and identifies a range of factors to keep the same. Uses repeat readings and explains how this improves reliability.</p> | | |

