

Topic: Materials	Year 5 Age 9-10	Title: Testing nappy absorbency
Working Scientifically Plan: Plan different types of scientific enquiry, including recognising and controlling variables		Conceptual Knowledge Context Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials
Assessment Focus <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? 		
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? Research opportunity: 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? What would be the priorities when buying a nappy? Task is to set up a comparative investigation to find out which nappy absorbs the most water. Have planning structures available (these are attached to allow students to plan an investigation) 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. Key Questions <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? 		



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.