**Focused Assessment of Science**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Year 6</th>
<th>Title:</th>
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<tbody>
<tr>
<td>Animals including humans</td>
<td>Age 10-11</td>
<td>Reaction catches graphs</td>
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**Working Scientifically Focus**

**Do:** recording data and results of increasing complexity

**Conceptual Knowledge Context**

recognise the impact of exercise on the way their bodies function

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**Example**

Children were asked to test their reactions in pairs with a 30cm ruler. Child A holds the ruler ready to drop, Child B positions hand at bottom of ruler ready to catch. Child A drops without warning. Child B records their ‘catch distance’ on a graph.

The children could choose what to investigate. For example, whether their reactions get better with practice (as below), how length of arms affects reaction times, difference between left/right hands etc. Results can be plotted directly onto a graph.

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Children meeting the objective would be able to plot their results accurately on a graph. They could also be asked to explain what their graph shows in answer to their question.

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Example from Victoria Park Primary School, Bristol