**TAPS Plan for Focused Assessment of Science**

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| **Topic:** Properties and Changes of Materials | Year 5  Age 9-10 | | Title: Champion Tape |
| Logo for reviewing strand of Working Scientifically**Working Scientifically**  **Review:** Report and present findings from enquiries, including conclusions and explanations of degree of trust in results | | **Concept Context**  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials | |
| **Assessment Focus**   * Can children recommend a champion tape? * Can children explain how they have come to their conclusion? | | | |
| **Activity** *Today we are going to be materials engineers.*  Challenge children to design a test to find the stickiest tape. Provide children with a range of sticky tapesand a range of testing/measuring instruments *(e.g. rulers, weights, timers, newton meters).* Give groups time to discuss how they will do this to get results which they can trust, then time to carry out their investigation.  **[TAPS pyramid logo for Teacher box 7](https://taps.pstt.org.uk/responsive-teaching/)**Groups/individuals present their champion material, explaining how the scientific evidence makes it a champion, and what it could be used for. *Although children will devise their own investigation, the assessment focus is on reporting and presenting findings so ensure that there is enough time for all groups to present their findings (e.g. to class, video ad, poster ad etc).*  **Adapting the activity**  **Support:** Support with fair test. Have a prompt sheet or results table ready if needed.  **Extension:** Ask children to consider how much they trust their results, with reasons and improvements regarding how to make the results more reliable.  **Other ideas:** Investigate other ‘champion’ materials e.g. stretchiest fabric.  Photo of a mix of tapes**Questions to support discussion**   * Why is your tape a champion tape? What research evidence do you have to back up this statement? * Which scientific terminology will you use to make your presentation more succinct? * What degree of trust do you have in your results? * How can you collect more evidence to convince a shop to stock your tape? * Can you make any improvements to your investigation? * What could your champion tape be used for? | | | |
| **Assessment Indicators**  **Not yet met:** Can describe which tape is the ‘best’ but is not able to fully explain how the results le**a**d to this conclusion.  **Meeting:** Can explain which tape is best and why their findings are reliable (used repeat readings) and fair (identifies variables which were kept the same), e.g. *we used the same amount of tape to make sure it was fair, and we tried each a few times. We know that the duct tape was the champion as the stickier the tape, the more weight it held before it came off. It took \_\_g before the duct tape came away and this was the biggest.*  **Possible ways of going further:** Recommendations are based on results and utilise scientific concepts appropriate for a scientific audience. Evaluates their findings, including recognising anomalies. | | | |

[](https://taps.pstt.org.uk/responsive-teaching/)Teacher box 7 - time to reflect. See TAPS pyramid for more examples.