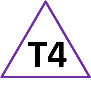
**** **TAPS Cymru Plan for Focused Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Science and DT topic:** Forces or Materials | Year 5  Age 9-10 | | Title: Paper planes |
| **Enquiry Focus**  Plan enquiry, recognising and controlling variables | | **Concept context**  Ways in which forces can affect movement, including air resistance | |
| **Assessment Focus**   * Can children plan a fair test to investigate factors affecting paper plane flights? * Can children identify variables which they can control? | | | |
| **Activity** *Today we will be aeronautical engineers.*  Explore making and flying paper planes. Discuss different features of the planes and how they could tell which flew ‘best’? Clarify the need to investigate 1 thing at a time, to see if it has an effect – each group will change 1 feature (not the whole design). Identify different variables which could be changed (e.g. type/size of paper, number of folds, angle of flaps etc.) or measured (e.g. distance flown or flight time).  Use post-it planning boards to plan a fair test.  Ask pupils to show you/explain to you how they will be keeping their test as fair as possible (this can be done at the beginning and during the investigation, enabling more children to explain/show you).  Discuss how to carry out the investigation safely (e.g. throw in one direction, name planes).  Carry out tests and discuss outcomes for different plane features.  **Adapting the activity**  **Support:** Provide a plane template and discuss what could be changed about that design.  **Extension:** Which variables will be easier/harder to control?  **Other ideas:** Compare different designs with a focus on repeated measures rather than variables.  **Questions to support discussion**   * What is your question? * How will you investigate this? * How will you keep your test fair? * What will you change? * What will you measure? * What will you keep the same? * Can you explain why you have made these decisions? | | | |
| **Assessment Indicators**  **Not yet met:** Can say what is being changed. May need support to explain what must be kept the same.  **Meeting:** Can plan a fair test identifying one thing to change, one thing to measure/observe and important factors to keep the same.  **Possible ways of going further:** Identifies a range of factors to keep the same, together with noting which variables would be difficult to control. | | | |



Teacher box 4 – gather evidence in a range of ways. See TAPS pyramid for more examples.