**** **TAPS Cymru**

**Plan for Focused Assessment**

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| **Science & Technology topic:** Living things, humans | Year 5/6  Age 9-11 | | **Title:** Jump patterns |
| **Enquiry Focus**  I can evaluate methods to suggest improvements. | | **Concept context**  I can describe some changes in growth and development caused by hormones. | |
| **Assessment Focus**   * Can children draw conclusions from their data? * Can the children evaluate their methods to consider degree of trust in their data? | | | |
| **Activity** *Today we are going to be biologists*  Decide on an appropriate jumping/running comparison for the space available e.g. long jump, shuttle run or jump height (e.g. jump and touch marker or stick post it as high as can).  Agree as a class how to find out if there is a pattern (correlation) between selected jump/run and a bodily feature like height, leg length, foot length or shoe size. E.g. Do bigger feet jump higher? Do longer legs run faster/further? Do longer legs jump further/higher?  NB. These are pattern-seeking investigations (not ‘fair tests’ because we are looking at a pattern in the population) but we can still think about comparing fairly e.g. same start position etc.  Include a practice and 3-5 attempts per person to average.  **[Teacher box 7 - time to reflect.](https://taps.pstt.org.uk/responsive-teaching/)** Collate class averages onto a scatter graph. Discuss any patterns found and any anomalies or unexpected results. Reflect on methods, considering degree of trust in the data and suggestions for improving the method.  **Adapting the activity**  **Support:** Provide worked example for averaging. Support with measuring as appropriate.  **Extension:** Make and test predictions for other patterns for running/jumping etc.  **Other ideas:** Try at home, explore other growth patterns with family e.g. do older people have bigger hands etc.  Stuck as high as can jump**Questions to support discussion**   * How can we safely measure how high we can jump? * Should we measure the length of our feet or just use our shoe size? * What have we found out? What conclusions can we draw? * Does the class graph show a pattern? * Are the anomalies to do with the way we carried out the investigation? Or is it that there is no clear pattern? What else could affect the jump height? * Do you trust your results? How accurate do you think they are? * How do you think we could be more accurate? | | | |
| **Assessment Indicators**  **Not yet met:** Describes differences in jump height, but needs support to identify any pattern or explanation for lack of a pattern.Does not analyse their method.  **Meeting:** Draws conclusions from class results. When prompted, they identify a source of error or make a suggestion about how to improve their method e.g. *accuracy of measuring or need to repeat*.  **Possible ways of going further:** Might evaluate more broadly e.g. need to test a larger population. They may question the accuracy of results by comparing to those from other groups, giving give possible reasons for discrepancies and suggest ways to help comparability. | | | |

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