

<b>Topic:</b> Materials	<b>Year 5</b> Age 9-10	<b>Title:</b> Testing nappy absorbency
<b>Working Scientifically</b> <b>Plan:</b> Plan different types of scientific enquiry, including recognising and controlling variables		<b>Conceptual Knowledge Context</b> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials
<b>Assessment Focus</b> <ul style="list-style-type: none"> <li>• Can children plan and carry out a fair test to compare the absorbency of different brand nappies?</li> <li>• Can children explain why the test is/is not fair?</li> </ul>		
<b>Activity</b> 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? 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? Look at the packaging claims – parents have to decide which brand to choose. What would be their priority? Task is to set up a comparative investigation to find out which nappy absorbs the most water. Have planning structures available.  <b>Adapting the activity</b> <b>Support:</b> with support 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 <b>Extension:</b> Independently plan a valid fair test, present the conclusion referring to the interpretation of the data. Evaluate the effectiveness and reliability of the test.  <b>Key Questions</b> <ul style="list-style-type: none"> <li>• What are you trying to find out? What are you comparing?</li> <li>• What will you do? What will you measure?</li> <li>• What will you keep the same? What will you change?</li> <li>• How will you record your results?</li> <li>• How will you verify your results? (make sure they are accurate)</li> <li>• How will you know if you have conducted a good test/obtained useful results?</li> <li>• Can you use your data to justify your conclusion?</li> </ul>		
<b>Assessment Indicators</b> <b>Not yet met:</b> Say what is being changed. Needs support to explain what variables are kept the same and why.  <b>Meeting:</b> 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.  <b>Exceeding:</b> Works systematically and identifies a range of factors to keep the same. Uses repeat readings and explains how this improves reliability.		
<p style="text-align: center;"><b>Please email your work to <a href="mailto:stpetersy6@sthelens.org.uk">stpetersy6@sthelens.org.uk</a></b></p>		

