TAPS Plan for Focused Assessment of Science

Topic: Space	Year 5 Age 9-10	Title: Space travel questions

Working Scientifically

Plan: Plan different types of scientific enquiries to answer their own questions - research

Concept Context

Describe the Sun, Earth and Moon as approximately spherical bodies
Describe the movement of the Moon relative to the Earth

Assessment Focus

- Can children raise questions about the moon or space travel?
- Can children focus on answering their question when researching?

Activity *Today we are going to be space scientists.*

Use a recent space travel news story to start a discussion about travelling to the moon.
Raise questions about the moon (size, shape, distance, orbit, features etc) and space travel (astronauts, rockets, history, current etc).
Sort the questions into those that requires research or a factual answer and those that are asking for opinions. Sort 'research questions' into quick facts and those needing longer answers. Ask children to choose at least one of each to research.
Provide space texts and access to the internet. Consider key words to include in searches and the need to check the source/find agreement between multiple sources.
Share research findings in small groups.
Discuss whether the quick and longer questions were as expected.

Adapting the activity

Support: Provide question stems: what, who, how long ago, how many, how far etc.
Extension: Choose questions to research in more detail.
Other ideas: Select questions to research at home.

Questions to support discussion

- What would we like to know about space travel / the moon?
- Which questions could lead to quick facts?
- Which questions will need longer answers?
- Which questions might need to be checked with multiple sources?
- Which questions have we not been able to answer today?

Assessment Indicators

Not yet met: Struggles to convert ideas into questions that can be researched. May find it difficult to stay focused on one question at a time.

Meeting: Raises a range of questions about space travel and can select some for research. Maintains line of enquiry to find answers to some of the questions.

Possible ways of going further: Aware that some questions are not possible to answer, or for some there is disagreement between scientists. Raises issues like lack of diversity in astronauts or the costs (monetary and environmental) of space travel.

Pupil box 6 - identify next steps. See TAPS pyramid for more examples.