Science : Forces and Motion

Learning Goal(s):

- To carry out simple practical investigations, with control of variables, by collection of physical observations, comparison of new findings to scientific ideas and different sources of information.
- To investigate and describe the patterns associated with physical phenomena – name patterns within experiments, graphs/charts, e.g. linear, falling, increasing/decreasing.
- To investigate and describe examples of how science is influencing society, for instance, and certain exercises involving objects, e.g. bridge-makers.

Skills:

- To plan and carry out a fair test
- To record accurately
- To measure and record results
- To interpret findings in graphs/charts
- To write scientific reports on how to conduct investigations
- To ask scientific questions
- To draw conclusions
- To make findings fit scientific ideas

Learning Experiences:

Session One –

- Define the meaning of the words Forces. Use the lesson slides: KIT of SCIENCE FOCUS (FORCES and MOTION).
- Link learning to what we use the effects of forces in everyday life.
- Hook: Ask students that Pushed and Pulls Matter, gently rock Robbie; use an inappropriate utterance.
- Children complete activity sheet to introduce the topic.
- Discuss the different functions needed when writing a Science Report. Provide each child with a copy of the Instructions.
- EXTENSION – In imaginations and development, that actions that cause people develop objects and knowing the effects of forces.

Session Two –

KWL Times – Sign and Date, Activity 1C:

Students select which questions will allow a good test to take place in lesson that quickly.

Using sorting they gently sensitive cone (Scientific circle) to sort the questions of 1C under headings such as fair, unfair, dangerous. They measure the fair using a stopwatch or stopwatch functionality on their phones.

Test on carpet (chairs, hair dryer, wooden floor, and balloon).

Session Three –

Students task to write a science report on the 'Dry and Dirty' experiment following the instructions. Make conclusions based from the ideas on Children Pages 1-10.

Session Four –

Target work Activity 1C:

Arrange children into groups and organise a high-speed on different surfaces.

What surfaces are therefore a piece of matt fabric will the cloud?

Carrying out situations: try having a top-speed when comparison to wearing hard-soled shoes, effects and discuss results.

Make a conclusion with the following headings:

Conclusion helpful when:

Conclusion not helpful when:

Which surface is grippy, slippery or brilliant considering the question and the kind?

How can we make surfaces safer?