

Topic: Forces	Year 3 Age 7-8	Title: Shoe conclusions
Working Scientifically Focus Review: using results to draw simple conclusions		Conceptual Knowledge Focus Compare how things move on different surfaces
<p>Example Children were asked to use a Newton meter to investigate how shoes moved on different surfaces. The teacher supported them to draw a block graph and they discussed what they had found. Each then wrote sentences about what their graph showed.</p> <p>The playground had the most friction. I think this is because the playground is rough and grippy and the corridor is smooth and glittery.</p> <p>I needed the most force to move my shoe in the corridor so the corridor had the most friction. My trainer is grippy, the corridor is smooth not like any other surface.</p> <p>I needed a lot of force to move my shoe on the playground. I need less force for my shoe in the corridor because it is smooth. You need to pull it a bit hard on the playground because it is a bit bumpy.</p> <p>Children meeting the objective would be able to use their results to compare how the shoe moved on different surfaces, for example, whether it was easier or harder to pull, whether it required more or less Newtons of pulling force. They may relate this to properties of the surfaces or begin to think about the opposing friction force.</p>		
<p style="text-align: right;">Example from St Mary's Primary School, Axminster</p>		