



<p>Example topic: Travelling</p>	<p>Primary 1/2 Age 4-6</p>	<p>Activity title: Teddy zipline</p>
<p>Science skill focus Planning</p>	<p>Curriculum link: Movement & energy Movement of objects will be different depending on the surface they are moving on (ME1)</p> 	
<p>Progression Focus</p> <ul style="list-style-type: none"> • Can children talk about what they might do? • Can children make suggestions to help make a fair comparison? 		
<p>Activity <i>Today we are play equipment engineers.</i> Demonstrate a teddy zipline e.g. a keyring teddy going down string from a door handle, wall bar or tree branch to floor. Discuss which teddy they think would go faster/slower/furthest and how they could find out. (This could be placed in a story context, with scared and daredevil characters who want to go slower or faster). With children, set up two ziplines to compare the teddies. If appropriate, demonstrate unfairly e.g. different inclines or starting in different places. Discuss with the children why the 'race' is not fair and create a list of 'rules' to make the race/test more fair. Support the children continue to explore the ziplines with different teddies. When appropriate, discuss with the children what they have found out and how they tried to be fair in their 'races'.</p> <p>Adapting the activity Support: Ask questions to prompt them to talk about their ideas. Use 2 teddies and count down to release at the same time. Extension: Try other teddies, different strings or heights. Other ideas: Try giving the teddy a 'backpack' or something to transport down the zip line.</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • Which teddy do you think will go faster/slower? Why? • Which teddy do you think will go furthest? Why? • How can we find out which one goes faster/furthest? • Where shall we start them off? • Does it matter if we move the string down? • How could we make this a fair race? 		
<p>Pupil learning indicators</p> <p>Not fully achieved: Pupils explore the teddy zipline, but with little discussion of what they do/did. When deciding which went fastest/slowest, they do not necessarily use their observations.</p> <p>Achieved: Pupils make suggestions about how to find out which teddy goes the fastest/furthest. They can spot when you have set the 'race' unfairly and give ideas for making it more fair, when prompted.</p> <p>Exceeded: Pupils plan to explore the teddy zipline more systematically e.g. carefully re-setting the 'race' each time, ordering the teddies from fastest to slowest. They can describe how to make it more fair, by for example, straightening both strings out.</p>		