
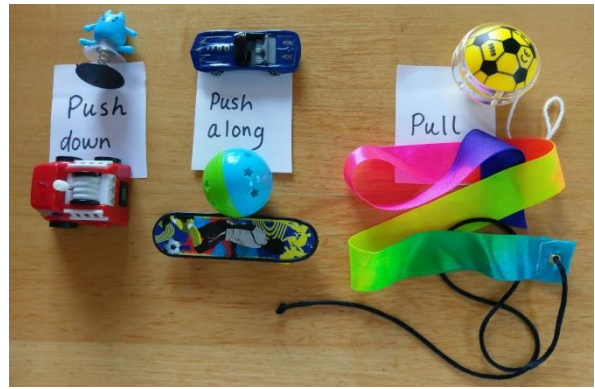


Topic: Forces	Primary 1 Age 4-5	Activity title: Toy forces
Scientific skills focus Presents: Communicates findings to others verbally and through drawings, photographs, displays and simple charts.		Curriculum link Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. SCN 0-07a
Assessment focus <ul style="list-style-type: none"> • Can children communicate their toy movement explorations? • Can children explain how they have grouped or labelled the toys? 		
Activity Provide access to a range of moveable toys e.g. pull along animals, vehicles to push... Discuss a couple of examples to note the key vocabulary: <i>do you push or pull this?</i> Invite children to explore the toys (and any others available in the setting) and put them in groups for how to make them move. Provide resources for children to present their findings e.g. drawing and labelling materials, sticky/card labels/post-its, camera/tablet, hoops (for grouping) etc. Discuss their findings and capture verbal explanations for their grouping (if needed).		
Adapting the activity Support: Provide labels (word or icon) for push and pull. Extension: Note effect of size of force e.g. how far does it go if you push a little/more? Other ideas: Explore pushes and pulls in a different location e.g. park/play equipment, around school, at home etc.		
Questions to support discussion <ul style="list-style-type: none"> • How do you make this one move? • Do you push or pull? • Do you have to push/pull hard? • What happens if you push/pull more gently/more forcefully? • What else do you push/pull in here/out there? • How shall we record this? • What does this label say? • How have you grouped these toys? 		
Benchmark indicators Working towards: Explores the toys but does not communicate their findings. Achieved: Explores the toys and communicates their findings about pushing or pulling the toys using any combination of words, drawings, sorting, photographs or labelling. Possible ways to go further: Children may begin to describe patterns e.g. <i>if I push this one really hard it goes really far.</i> They notice pushes/pulls in everyday life e.g. opening/closing doors/drawers.		



Teacher box 4 - gather evidence in a range of ways. See TAPS pyramid for more eggs.