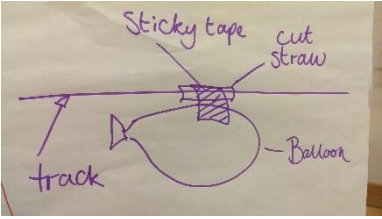


<p>Topic: Forces</p>	<p>Year 3 Age 7-8</p>	<p>Title: Balloon Rockets</p>
<p>Working Scientifically Review: Using results to draw simple conclusions, suggest improvements and raise further questions.</p>		<p>Concept Context Compare how things move on different surfaces.</p>
<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children explain what their results show? • Can children suggest improvements? 		
<p>Activity <i>Today we are aeronautic engineers.</i> Set up a balloon rocket with the children (inflated balloon taped to straw, string through the straw, let go of balloon to shoot along string). Ask them to discuss what they think will happen if different tracks are used e.g. wool, garden string, plastic coated wire, etc. Discuss predictions applying knowledge of friction and previous runs. Test out different tracks (e.g. groups try two tracks each then collate results as a class). Children could record results as a group then draw conclusions individually, explaining what they have found and suggesting improvements to the method.</p> <p>Adapting the activity Support: Pre-prepared chart for recording measurements. Extension: Extra column to note explanations for results. Other ideas: Could the balloon carry a load or a message?</p> <p>Questions to Support Discussion</p> <ul style="list-style-type: none"> • What do you think will happen when we let go of the balloon? • Do you think it will be different if we use different tracks? Why? • How far do you think it will go on this track? Why? • Which balloon went furthest? • Why did that balloon go further/not as far? • Which track do you think was the best? • How accurate/fair do you think our results are? • What could we do to be more accurate/fair? 		
<p>Assessment Indicators Not yet met: Describes the results for different balloon tracks e.g. <i>it went far, it did terrible.</i> Meeting: Pupils draw conclusions by comparing results e.g. <i>the silver floss was faster because it was small and that means the balloon can flow nicely.</i> Pupils can suggest improvements for investigation set up e.g. <i>need a longer track, we didn't use the same balloon.</i> Possible ways of going further: Conclusions may draw on scientific ideas e.g. <i>the washing line was slippery so it caused less friction.</i> Evaluations note degree of trust in results e.g. <i>it's not fair because we used different balloons, the balloon could have gone further if the track was longer so we need to do it again.</i></p>		



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