

# Push-pull

## Level 1 and 2 investigating outcomes

Student	Stage	Key Learning Area	Date
		Science	

<b>Task</b>	Students investigate factors that affect a paper helicopters fall through air.
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	Investigating unit outcomes	Beginning	Developing	Achieving
<b>Level 1</b>	Follow directions to conduct simple investigations involving floating, sinking and falling.	Students follow directions to make a simple paper helicopter.	Students follow directions to make a simple paper helicopter and can use it to observe what factors affect its fall.	Students follow directions to make a simple paper helicopter and can use it to observe and describe factors that affect its fall.
	Make and share observations.	Students can observe how a paper helicopter falls through the air.	Students can make and share observations about how a paper helicopter falls through the air.	Students can make and share observations about how the helicopter falls through the air, suggesting factors that affect its fall.

	Investigating unit outcomes	Beginning	Developing	Achieving
<b>Level 2</b>	Identify some variables to investigate.	Students can describe what a variable is.	Students can identify a variable in the investigation.	Students can identify a variable in the investigation and suggests how this variable might affect the outcome of the investigation.
	Make and record observations.	Students can make observations.	Students can make and share observations with others.	Students can make, share and record observations.

# Push-pull

## Level 1 and 2 conceptual outcomes

Student	Stage	Key Learning Area	Date
		Science	

<b>Task</b>	Students reflect on their learning of pushes and pulls and represent what they know about pushes and pulls in air and water and on the ground.
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	Conceptual unit outcomes	Beginning	Developing	Achieving
<b>Level 1</b>	Identify and describe a push acting on an object in a familiar context.	Students can identify what a push is.	Students can identify and describe what a push is.	Students can identify and describe a push acting on an object.
	Identify and describe a pull acting on an object in a familiar context.	Students can identify what a pull is.	Students can identify and describe what a pull is.	Students can identify and describe a pull acting on an object.

	Conceptual unit outcomes	Beginning	Developing	Achieving
<b>Level 2</b>	Identify pushes and pulls acting on objects floating and sinking in water and falling through air.	Students can identify what a push and pull is when acting on objects floating and sinking in water and falling through air.	Students can identify and describe what a push and pull is when acting on objects floating and sinking in water and falling through air.	Students can identify and describe a push and pull when acting on objects floating and sinking in water and falling through air, explaining where the push force is and where the pull force is.
	Use force-arrows to show the direction in which a push or pull is acting.	Students can identify a force.	Students can recognise force arrows that show a push or pull is acting.	Students can use force arrows to show the direction in which a push or pull is acting in their own diagram or drawing.
	Given a familiar context, explain the effect of a push or pull on the movement of an object.	Students can identify a push or pull movement.	Students can identify and describe a push or pull movement.	Students can identify and describe a push or pull, explaining its effect on the movement of an object.
	Given a familiar context, explain the effect of gravity on a falling or sinking object.	Students can associate gravity with falling objects.	Students can explain that the object fell due to gravity.	Students can explain that gravity is a force that pulled the object down.