



Push, Pull & Movement

LEARNING GOAL

Explore pushes and pulls and describe how forces can start, stop, speed up, slow down or change direction.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Explore pushes and pulls and describe how forces can start, stop, speed up, slow down or change direction.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Words & ideas to notice

SCIENCE

Say the words, use them in conversation, then return to them during the activities.

Force

Use it in your own sentence or explanation.

Push

Use it in your own sentence or explanation.

Pull

Use it in your own sentence or explanation.

Movement

Use it in your own sentence or explanation.

Friction

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to forces.

1

A push or pull can change an object's motion.

2

Surface type can affect how easily an object slides or rolls.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Try it together

SCIENCE

Adult: model the first item. Child: explain what you notice or how you know.

1 Identify push or pull examples.

2 Predict which surface lets a toy car travel farther.

3 What force starts a swing moving?

4 Describe one way to slow a moving object safely.

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Identify push or pull examples.
- 2 Predict which surface lets a toy car travel farther.
- 3 What force starts a swing moving?
- 4 Describe one way to slow a moving object safely.
- 5 Why must the starting push be similar in a fair comparison?

SHOW YOUR THINKING

Use the idea in a new way

SCIENCE

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 What force starts a swing moving?
- 2 Describe one way to slow a moving object safely.
- 3 Why must the starting push be similar in a fair comparison?
- 4 Which surface might create more friction: smooth tile or rough carpet?
- 5 Identify push or pull examples.

SHOW YOUR THINKING

Talk 1 Why must the starting push be similar in a fair comparison?

Talk 2 Which surface might create more friction: smooth tile or rough carpet?

Talk 3 What strategy, clue or observation helped you most with forces?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Roll the same toy car from the same start over two safe surfaces. Measure or compare travel distance.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Design a ramp challenge and draw arrows to show the direction of pushes, pulls or movement.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

- 1 Why must the starting push be similar in a fair comparison?
- 2 Which surface might create more friction: smooth tile or rough carpet?
- 3 Create one new example that would help another Grade 1 learner practise forces.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Different pushes would confound the comparison.
- Rough carpet generally creates more friction for a sliding/rolling object.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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