


Progression in graphs and charts.


Investigation - forces. How does changing the height a ball is dropped from affect the height of the bounce?

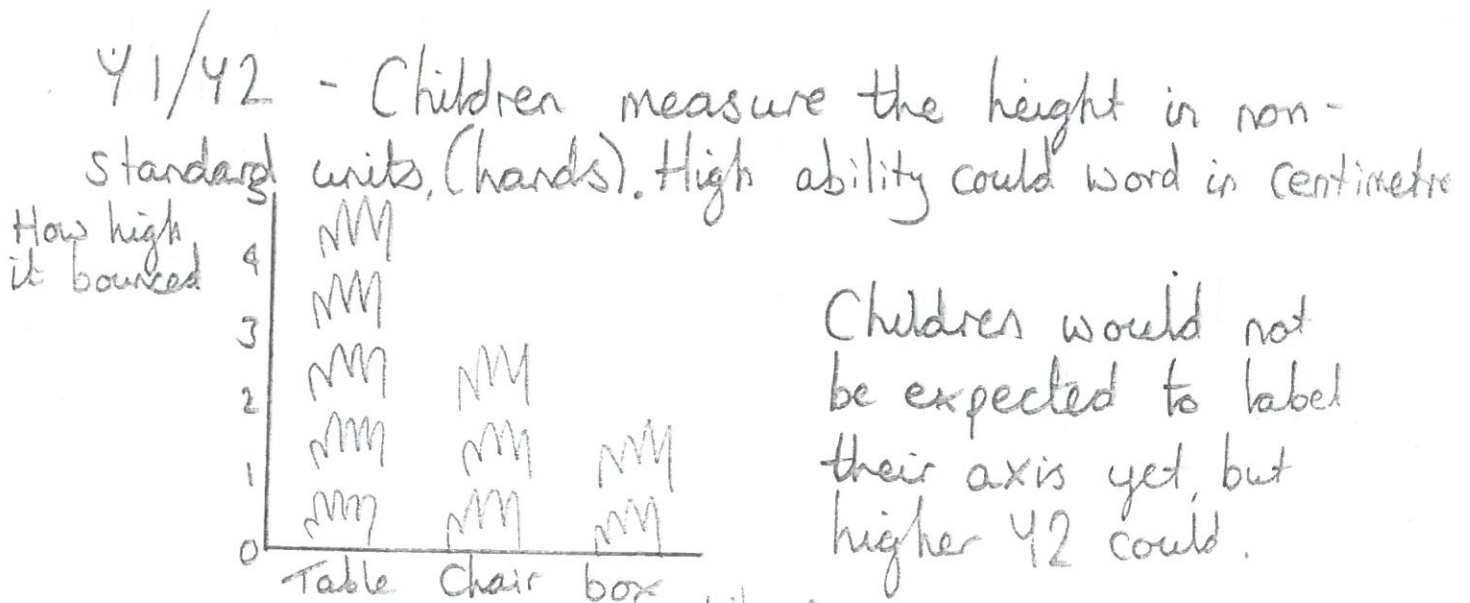
Reception - Describing or drawing a picture of what happens

Standing on a chair

big bounce 

Standing on the floor

little bounce 



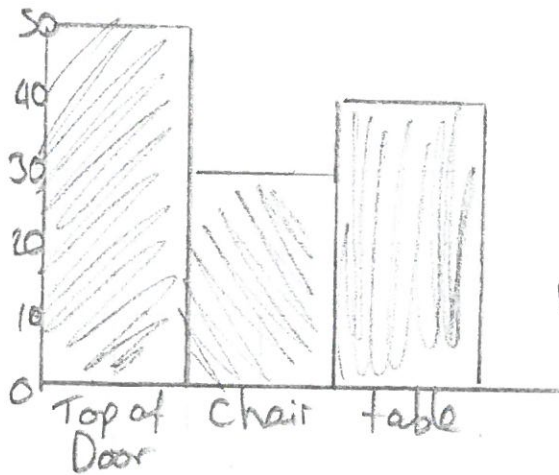
Conclusion

When you drop it from a higher point, it bounces more.

where we dropped it.

43/44

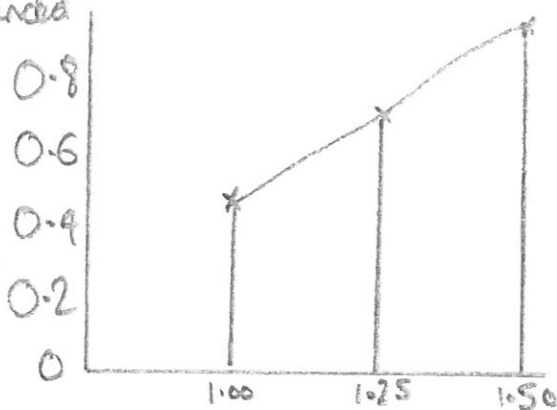
How high it bounced (cm)



The numbers can still be provided by teacher, along with writing on horizontal axis, but children should be working towards labelling axis.

Where did you drop it?

44/45
low high
to bounced
(m)

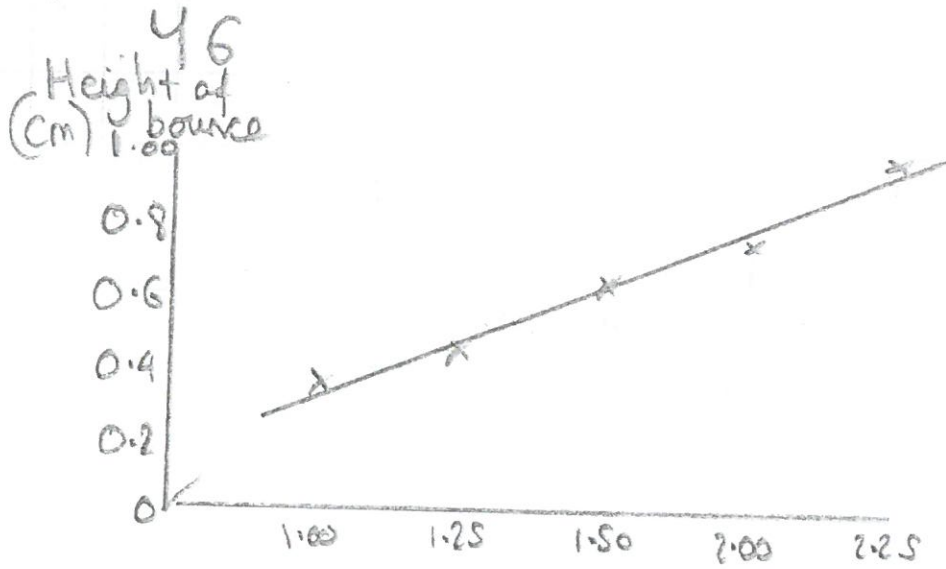


Here we're working towards a line graph. Teachers need to help children to number the axis, everything else is independent here.

Height we dropped it

Questions - What would we see if we dropped the ball from 1 metre 10cm?

If the ball bounced 0.6 metres, where would we drop it from?



Independent.
 From this the child
 can predict what
 would happen from different
 heights.
 Height of drop.