

Friction depends on the job

GS_W3A | Monday 10:10–10:50 | Name: _____

I can: Explain when friction helps and when it hinders.

Give your own answer by writing, drawing, pointing, speaking or dictating. Keep the first attempt visible.

1 • Make a first decision

A brake pad presses against a turning wheel. Would less friction help it stop?

2 • Our shared task

Sort these situations into helpful, unhelpful or need more information. Defend one choice.

- A: Brake pad rubbing a bicycle wheel.
- B: Machine parts heating and wearing as they rub.
- C: A handle gripping a hand.
- D: Two unknown materials touching.

My decision and the evidence for it:

One change after discussion:

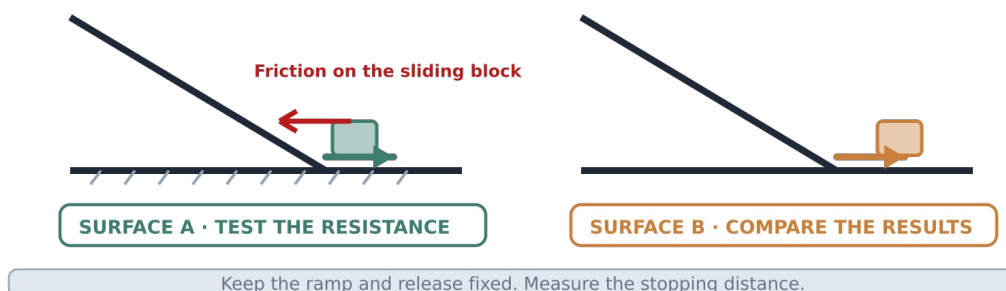
Friction depends on the job

Independent evidence | GS_W3A

Draw a box sliding right. Add a friction arrow. Explain one helpful and one unhelpful example using the two touching surfaces.

Same block · compare two run-out surfaces

Coloured arrows show motion direction only, not speed or distance.



My explanation, drawing or recorded evidence:

Optional support: Point to the surfaces, then finish: "Resisting sliding helps this job because ...".

Exit: What information do you need before saying friction is helpful?

What I want to revisit: _____ Agreed next action: _____

Activity cards

Week 3 | Cut, number or point; cutting is optional

A brake pad grips a wheel.

Two machine parts rub and become hot.

A handle grips a hand.

Two unknown materials touch.

Give a reason before checking. Keep or photograph the arrangement only with the pupil's agreement.