

Plan a test we can trust

GS_W5A | Monday 10:10–10:50 | Name: _____

I can: Plan a fair test of run-out surface and stopping distance.

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

1 • Make a first decision

Two trolley runs have different surfaces and different pushes. Which change caused the longer distance?

2 • Our shared task

Choose the first changes needed to make this method useful.

- “Use two different trolleys.”
- “Push until it feels fast.”
- “Measure from wherever the ruler starts.”
- “Keep only the longest result.”

My decision and the evidence for it:

One change after discussion:

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Independent evidence | GS_W5A

Complete a plan with the question, CHANGE, MEASURE with unit, at least two controls and three repeats per surface. Sketch the starting mark and measuring zero.

Change one thing · keep the rest the same

◆ I CHANGE (one only)

the surface

■ I KEEP THE SAME

ramp · trolley · release

▶ MEASURE · with units

distance in cm

surface	try 1	try 2	try 3	mean

Use a fixed release mark and release without a push.

My explanation, drawing or recorded evidence:

Optional support: Use the three headings CHANGE / KEEP / MEASURE. Give one item under each before extending.

Exit: What is the difference between a control variable and a measured variable?

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

Activity cards

Week 5 | Cut, number or point; cutting is optional

Run-out surface

Stopping distance / cm

Ramp height

The same trolley

Fixed release point

Three retained trials per surface

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