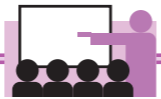


# Choosing equipment

Achieved?




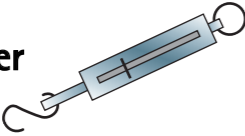

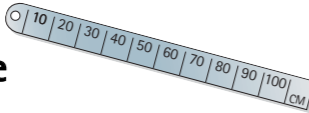
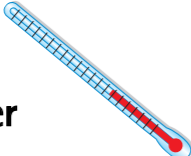
To achieve Level 3, you need to be able to choose the best way to measure.



## Let's practise!



Question: Draw a line to join each measuring tool to what it measures. The first one has been done for you.

stop clock		distance in centimetres
forcemeter		temperature
ruler		time
metre rule		distance in metres
thermometer		weight

*Note: A purple line connects the stop clock to 'time'.*

- 1 Read the question, then read it again.
- 2 Think about the question.
- 3 Work though the problem.

Join the tool to what it measures.

Think about what each measuring tool looks like. Imagine trying to measure temperature with a ruler. Imagine trying to measure the length of a table with a glass thermometer.

Cross off the easy ones. A clock always measures time. This means there are fewer left to choose from.



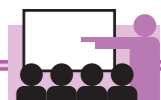
**KEY FACTS** Metre rules must measure in metres!

# Fair test

Achieved?



To achieve Level 3, you need to be able to say why a test is fair.



## Let's practise!



Question: Li tested three balls to see which bounced best. She tested one ball on a wooden floor. She tested the other two balls on carpet. Tick the reasons why this was not fair.

- Carpet is soft and wood is hard, so this affects the bounce.
- The tests were not all done on the same surface.
- It is difficult to measure the bounce.

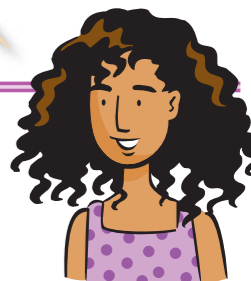


- 1 Read the question, then read it again.
- 2 Remember the key facts.
- 3 Think about everyday life.

What changes was she making?

Tests are fair if you change one factor at a time. In this test, two factors were changed. Both the ball and the surface were changed.

PE floors are wooden partly to help balls bounce.



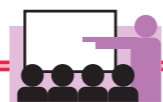
**KEY FACTS** Super balls bounce really well on hard surfaces. They hardly bounce at all if you drop them on a carpet. Try it!

# Living and not living

Achieved?



To achieve Level 3, you need to be able to tell the difference between living and non-living things.



Let's practise!



Question: Tick the living things. Put a cross in the box next to the non-living things.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>					

1 Read the question, then read it again.

2 Check your answer.

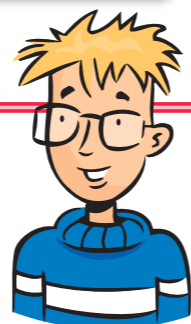
3 Remember the key fact.

Which type do you tick?

The living things are either animals or plants.

Can all the things you have ticked eat?

**KEY FACTS** Living things can eat or make their own food, reproduce, grow and get rid of waste materials.

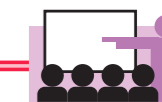


# Not living and never alive

Achieved?



To achieve Level 3, you need to be able to tell the difference between living things and things which were never alive.



Let's practise!



Question: Tick the living things. Put a cross in the box next to the things which have never been alive.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

1 Read the question, then read it again.

2 Check your answer.

3 Remember the key fact.

Which type do you tick?

The objects which have never been alive are:

- ★ metal fork
- ★ plastic bag
- ★ jam jar
- ★ brick
- ★ crystal

Where did these things come from? Did they come from a plant or an animal?

**KEY FACTS** Wood is a material, which once grew as a tree. Plastic is a material that has never been alive.

