

# Talking about moving things

MD 2007

At School



We can **move** by ourselves but there are lots of things (objects) that we see everyday that can't move by themselves.

This boy can move by himself but his paper plane and the toy helicopter can't move unless something makes them move!



This book wouldn't open by itself and the pages wouldn't turn over by themselves unless they were moved by someone.... or something!

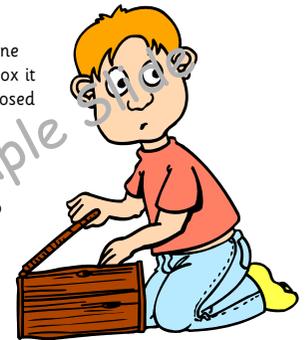


This teddy would lie on the floor all day unless somebody moved him!



Unless someone opened this box it would stay closed forever!

Did you guess that he had to **pull** the lid up to lift it?



If you look you can find lots of things in your classroom that need a **pull** or a **push** to make them move.

There are lots of books on these shelves.

What would they need to make them move?

What would you do to get a book out or put it back?



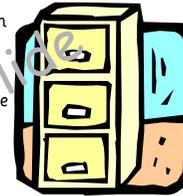
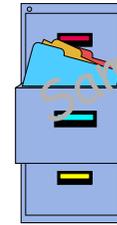
When you want to leave your table how do you move your chair?

You can **push** it backwards or you can **pull** it up to lift it out of the way.



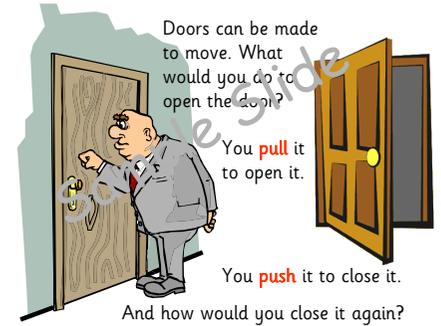
Drawers can move. They can be opened and closed.

How do you open and close the drawers in your classroom?



You **pull** them to slide them open.

You **push** them to close them.



Doors can be made to move. What would you do to open the door?

You **pull** it to open it.

You **push** it to close it.

And how would you close it again?

How would you get the toilet paper from the toilet roll?

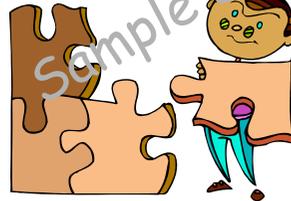
How would you turn on the tap to wash your hands?



You **pull** the paper until you have enough then **pull** with both hands to tear pieces off!

Lots of things that you use in your classroom need a **push** or a **pull** to move them. Sometimes you use both.

When you play with jigsaws do the pieces need a **push** or a **pull** to fit together or do you use a **push** and a **pull**?



The blades on a pair of scissors move as they open and close.



What do you need to do to make them open and close?

Would you use a **push** or a **pull** when you need a piece of sticky tape?

What happens when you **pull** the end of the tape?



What's happening in this picture? Who is **pulling** and who is **pushing**?

When you start to type your name on the computer you are **moving** the keys on the keyboard.

What do you need to do to the keys to make them move so you can type your name?

The keys move because you are **pushing** them.



When it's dinner time lunch boxes need opening. Lids need to move and open to let you get inside. What do you do to lift the lid so that you can get to your food?

Do you have lots of bags in your cloakroom? What do you do to **move** bags out of the way? Do you move them with a **push** or a **pull**?



There are lots of things your teacher might use that need a **push** or a **pull** to make them work.

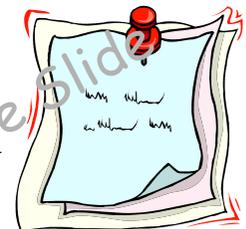
Your teacher might have a stamp. Perhaps it has a smiley face.

Does it need a **push** or a **pull** to stamp a face on your work?



These pieces of work are pinned to the wall.

What do you need to do to get the pin into the board?



You **push** the pin into the board and **pull** it to get it out again.



Do you know what these are used for and how they work?

They're used to keep papers together and they can move too.

You **push** the two ends together to open them up then you can **push** paper inside and close them again.



What about this stapler? The ends need to move so that they come together.

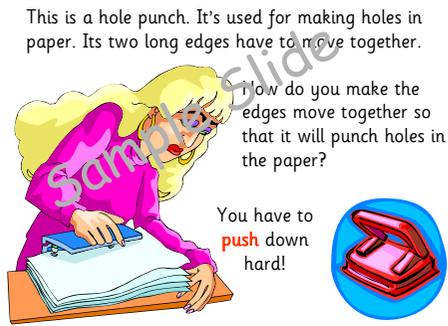
How would you move the ends together? Would you use a **push** or a **pull**?



This is a hole punch. It's used for making holes in paper. Its two long edges have to move together.

How do you make the edges move together so that it will punch holes in the paper?

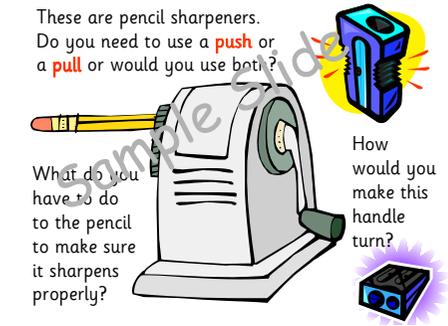
You have to **push** down hard!



These are pencil sharpeners. Do you need to use a **push** or a **pull** or would you use both?

How would you make this handle turn?

What do you have to do to the pencil to make sure it sharpens properly?



We can move by ourselves but there are lots of things (objects) that we see every day which can't move by themselves. We move them by .....



pushing and..... pulling

Sometimes we have to do both!

**Unit 1E: Pushes and pulls Section 3. Pushing and Pulling Objects**  
**Objectives** – Children should learn  
 •that pushing or pulling things can make objects start or stop moving  
 •to identify similarities and differences between the movement of different objects  
 •to make suggestions about how objects can be made to move and to find out whether they were right

**Activities:**  
 Challenge children to find things in the classroom that need either a pull or a push to make them move eg chair, door, drawer, piano keys. Ask children to stick labels of 'push', 'pull', 'push and pull' to objects. Ask them if they could move without being pushed or pulled. Present children with a collection of toys. Ask them to suggest how to start them moving, to test their ideas and to decide whether they were right.

**Outcomes** - Children:  
 •identify objects which they moved by pushing and those which they moved by pulling eg I moved the piano keys and the piece in a jigsaw by pushing and the sticky tape and desk drawer by pulling

•say whether their predictions about getting an object moving were correct eg I was right, you push down on the jack-in-a-box and let go and it jumps up

**Vocabulary:**  
 •words related to movement, eg twist, spin, swing, slide, swerve, hop, jump, turn, fast, slow, push, pull  
 •words and phrases for making comparisons of movement eg go faster, go slower, go further  
 •words and phrases related to safety eg safe, danger, be careful  
 •expressions giving reasons using 'because'.

**Most children will:** observe, describe and compare movements they make and movements of objects in terms of speed or direction; describe how to make a familiar object start moving by pushing or pulling and recognise dangers to themselves in moving objects

**Some children will not have made so much progress and will:** observe and describe movements they and objects make

**Some children will have progressed further and will also:** describe how windmills or water wheels are made to move and why it is dangerous to try to stop a heavy object moving

