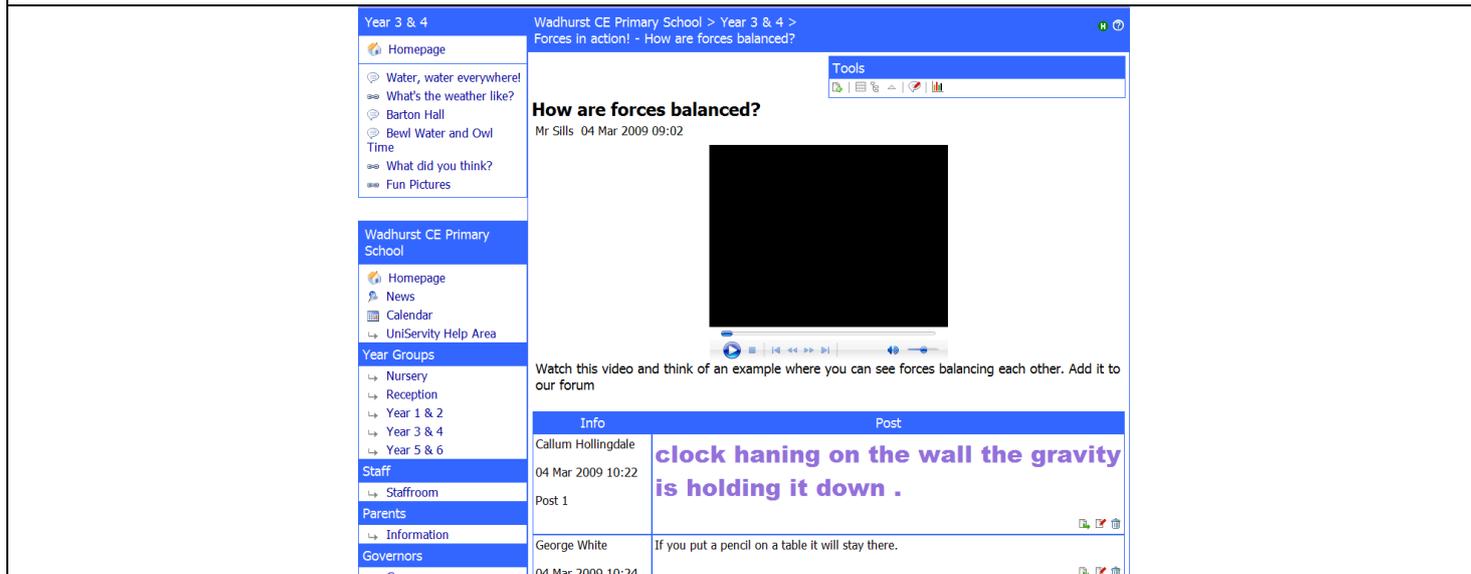


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at [www.clcsuccess.com](http://www.clcsuccess.com)

<b>School:</b> Wadhurst CE Primary School	<b>LA:</b> East Sussex
<b>Teacher:</b> Lisa Smith	<b>Students:</b> Year 3/4 (age 7-9)
<b>Contact:</b> <a href="mailto:lsmith@wadhurstpri.e-sussex.sch.uk">lsmith@wadhurstpri.e-sussex.sch.uk</a>	
<b>Learning Focus:</b> To support children's understanding of balancing forces	
<b>Curriculum Focus:</b> Science > Physical Process > Forces	
<b>Tools used:</b> Forum	



**How this worked in practice:** Children at Wadhurst Primary School were preparing for a science topic looking at 'Forces in Action'. As part of their learning the children had engaged with a number of activities designed to experience different forces at first hand. Children therefore began to use a Forum to describe which forces were acting on which parts of a bicycle during different types of movement. As a way of assessing the children's understanding of how forces worked in pairs - either in balance or out of balance - the children were shown a small embedded video clip (from BBC Broadband Class Clips – [www.bbc.co.uk/learningzone/clips](http://www.bbc.co.uk/learningzone/clips)) and asked to show their understanding by annotating an example of where they could see balanced pairs of forces working.

Once the children had added their examples, they were asked to look through other children's entries and challenge/extend their knowledge by asking their peers a reply question.

**By the end of this sequence of work children had developed skills in:**

**Science:** Forces > Opposite & Balancing

**Learning:** self-assessment, peer-assessment, collaborating, communicating, co-constructing.

**Next Steps:** The children could now create a Wiki about their understanding of Forces; write a creative piece from the point of view of the bicycle; design experiments on collaboration with other learners, test out their ideas and report back their findings through image, sound and film in the Wiki.