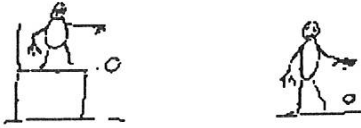


Progression in developing tables

These examples show how tables can be adapted to suit the different abilities of children in the primary school. In every case children are investigating how the height from which you drop a ball makes a difference to the height of the bounce.



This child has observed and recorded what happens when she dropped the ball from two different heights.

Where we rolled it off	How high it bounced

This child has completed a table which has been constructed mainly by the teacher. She has carried out three tests and has put the picture record of her results in the correct place.

Where did you drop it	How high it bounced
Top of door	5 boxes
Bookshelf	4 boxes
Bottom of window	2 boxes
Table	2 boxes

This child has completed a table where the headings were given by the teacher. She knew she had to do four tests but she had to decide what to write in the first column and what to record in the second column.

Height that we dropped it	How high it bounced
1m	0.38m
1.25m	0.59m
1.5m	0.68m
1.75m	0.76m

This child constructed her own table choosing her own headings, the number of tests to carry out and the heights from which she would drop the ball. The teacher had suggested that she should drop the ball from heights between 1m and 2m.

Height of drop	Height of bounce			Average
	1 st go	2 nd go	3 rd go	
1m	0.39	0.40	0.5	0.38m
1.25m	0.58	0.64	0.55	0.59m
1.50m	0.68	0.79	0.80	0.76m
1.75m	0.85	0.80	0.81	0.82m
2.000m	0.82	0.93	0.89	0.88m

This child constructed this table on her own choosing the headings, the number of tests, the range of heights she would use and the intervals between them. She also chose to repeat her tests and take an average. She knew the type of table she should use to show all her results.

KS1

KS2