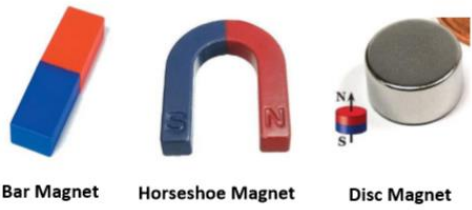
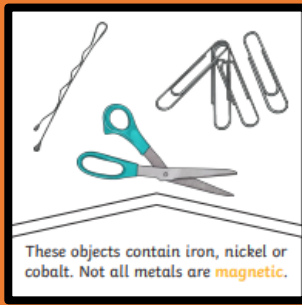


NON-MAGNETIC



MAGNETIC



LINKS IN THE CURRICULUM:

Year 1 - Materials
Year 2 - Materials
Year 5 - Forces

KEY VOCABULARY

Move	To go from one place to another.
Movement	The act or process of moving and change place or position.
Push	A force that moves an object away from something.
Pull	A pull will pull an object closer.
Attract	To pull towards.
Repel	The push away.
Accelerate	To go faster.
Magnetic	The pushing or pulling force that acts between two magnets or between a magnet and magnetic material.
Non-Magnetic	Something that is not magnetic.
Magnetic Field	The area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet.
Poles	The end of a magnet where the magnetic field is strongest.
Friction	The force that acts when two objects touch each other. It is a contact force.
Force	A push or a pull which makes an object move, change speed, direction or shape.
Incline	An act or the action of bending or leaning.

Key Facts:

- Different surfaces create different amounts of friction. The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object and the force between them.
- Gravity pulls an object down towards the centre of the Earth.
- Forces will change the motion of an object. They will either make it start to move, speed up, slow it down or make it stop.
- A magnetic field is invisible.
- Magnets have a North and South Pole. Like poles repel. Opposite poles attract.
- The needle in a compass is a magnet. A compass always points north-south on Earth.
- Magnets attract materials that contain iron, nickel and cobalt. Not all metals are magnetic.

ATTRACTION



REPULSION



OR



Working Scientifically:

- By **comparing** how different things move and grouping them.
- By **raising questions and carrying out tests** to find out how far things move on different surfaces.
- By **gathering and recording data** to find answers to their questions.
- By **exploring** the strengths of different magnets and **finding a fair way to compare them**.
- By **sorting materials** into those that are magnetic and those that are not.
- By **looking for patterns** in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which poles face another.
- By **identifying** how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.