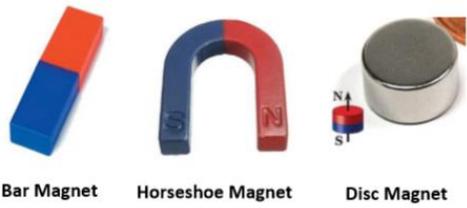
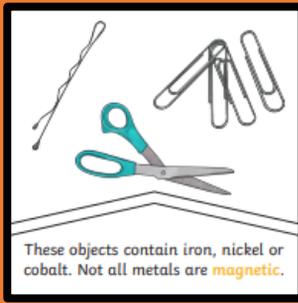


NON-MAGNETIC



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.