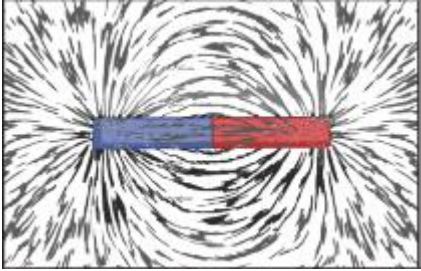


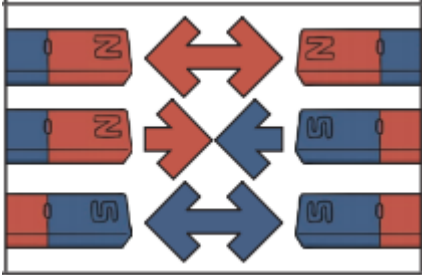
**What I should already be able to do:**

- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Important Diagrams**



Magnetic field around a magnet



Magnetic poles attracting and repelling

<b>Key Vocabulary</b>	
<b>force</b>	A push or pull on an object
<b>surface</b>	The outside layer of an object
<b>magnet</b>	A rock or piece of metal that can pull some metals towards them
<b>magnetism</b>	The invisible force of magnets
<b>magnetic</b>	Objects that are attracted towards a magnet.
<b>attract</b>	A force that pulls things towards each
<b>repel</b>	A force that pushes things away
<b>magnetic poles</b>	The 1 ends of a magnet
<b>North</b>	A magnet has a north pole
<b>South</b>	A magnet has a south pole
<b>contact</b>	When objects touch
<b>non-contact</b>	When objects don't touch

**Scientific Knowledge and Conceptual Understanding**

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

**Investigative Skills – Enquiry**  
*Do objects travel the same distance on difference surfaces?*

- Asking relevant questions
- Set up a practical enquiry

**Investigative Skills – Collecting Data**  
*How far does the object travel on each surface.*

- Measure length in cms

**Investigative Skills – Recording**

- Making tables and bar chart

**Investigative Skills – Concluding**  
*Objects travel further on \_\_\_ because\_\_\_*  
Use straightforward, scientific evidence to answer questions or to support their findings

