

**Component 6:**

**What we will know after this sequence:**

Pupils will be able to identify materials that are attracted to magnets.

To create their own magnetic game using the force of magnetic attraction.

To explain how their magnetic game works by attracting materials.

**Vocabulary:**

Force, magnet, attract, repel.

**SEND:**

Children may need support when making their game.



**Component 4:**

**What we will know after this sequence:**

How to identify different types of magnet.

To predict which magnets will be the strongest.

To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets.

**Vocabulary:**

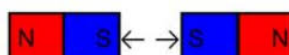
Magnet, attract, force, strength, material.

**How will this feed into my next learning:**

Pupils will then look at exploring magnetic poles.

**SEND:**

Prior exposure to the different types of magnets and pre-teaching of their names.



**Component 5: To**

**What we will know after this sequence:**

Pupils will be able to identify the two poles of a magnet.

How to predict whether magnets will attract or repel each other depending on which poles are facing.

To explain that a compass always points north-south.

**Vocabulary:**

Magnet, pole, north, south, attract, repel, compass, direction.

**How will this feed into my next learning:**

Pupils will all be able to

**SEND:**

Children to be supported by an adult for the compass task to allow scaffolding.

**Component 3:**

**What we will know after this sequence:**

Pupils will be able to explain that magnets produce a force that attracts some materials.

How to use a magnet to separate items that are magnetic and non-magnetic.

The names of some magnetic materials and some non-magnetic materials.

**Vocabulary:**

Force, magnet, magnetic, attract, magnetic field.

**How will this feed into my next learning:**

Pupils will learn about the different types of magnets and which are the strongest.

**SEND:**

Photographs of findings in books e.g. how they have sorted into magnetic vs. non-magnetic rather than written recording.

**Component 2:**

**What we will know after this sequence:**

Pupils will be able to explain the force of friction.

How to make predictions about which surface may cause the most friction.

How to take measurements, record results in a table and then explain their findings.

**Vocabulary:**

Rough, smooth, surface, force, friction, prediction

**How will this feed into my next learning:**

Pupils will look at how magnets can be used to produce a force.

**SEND:**

Pre-teaching of key vocabulary and word mats with picture explanations of the different surfaces.

**Component 1:**

**We should know:**

That push and pull forces are used to open a door.

That two magnets either pull together or push apart.

**What we will know after this sequence:**

Pupils will be able name different types of force.

How to identify when there is a push or a pull acting on an object.

Be able to notice that some forces need contact between two objects.

**Vocabulary:**

Force, push, pull, action, reaction

**How will this feed into my next learning:**

Pupils will then move on to look at friction and how this affects push and pull forces.

**SEND:**

Create actions for push and pull to help them remember which one is which.

