

Year 3

BIA Science Term
by Term Scheme
of Work



الأكاديمية الإسلامية البريطانية
BRITISH ISLAMIC
ACADEMY

Term by Term Objectives

year 3

year 3 Overview December to March⁽¹⁾

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	Forces and Magnets Amazing Magnets			Forces and Magnets Amazing Magnets			Light Light and Shadows			Light Light and Shadows		

(1) Subject to change. Please visit the website or call-in for regular updates.

Term by Term Objectives

week	1	Term	Summer 1
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Science Year 3 Light and Shadows

What is light?

Objectives

Investigate what we need in order to see objects in a dark place and discover how light travels. Design a stage for a shadow puppet theatre and discover first hand how the light we see is really made of a spectrum of colours.

Science Objectives

i) Recognise that they need light in order to see things and that dark is the absence of light.

Working Scientifically

- . Ask relevant questions and use different types of scientific enquiries to answer them.
2. Make systematic and careful observations.
3. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.



year 3

You Will Need

Provided Resources

- For each group of 3: a copy of the Investigation Task Sheet
- A colour copy on card of the Whizzer Discs per pupil
- Several copies of the Instructions for making a Whizzer Wheel
- 2 investigation sheets

Additional Resources

- Strong cardboard boxes (1 between 3 pupils) prepared ahead (see Teachers' Notes)
- A wide selection of small classroom objects (about 6 - 12 per group), e.g. scissors, rubbers, pens, small toy figures or vehicles, stickers, crayons
- Blobs of sticky tack & glue sticks
- 1m of thin string per pupil
- Plastic party bowls
- Drinking straws
- Washing up liquid
- Magnifying lenses & old compact discs



week	1	Term	Summer 1
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Science Year 3 Light and Shadows

What is light?

Teaching and Activities

Teaching

- Discover through active investigation that without light you cannot see.
- Learn through investigation that light travels in straight lines.
- Actively investigate the nature of white light through a number of practical activities.

Activities

- Actively investigate the nature of darkness, light and sight with a torch, a cardboard box and pencil holes.
- Use findings to draw conclusions on how light travels and our dependence on light to see.
- Design a stage front for shadow puppet theatre to use in the coming sessions.
- Learn that white light is composed of a spectrum of coloured light through 3 different investigative tasks.

Investigation - exploring/drawing conclusions

- Investigate the nature of darkness, light and sight with a torch, a cardboard box and pencil holes .

Vocabulary

Light, white light, visible light, colour, spectrum, refraction

Term by Term Objectives

week	2	Term	Summer 1
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Science Year 3 Light and Shadows

Reflectors and lights

Objectives

What's it like to see in a very dark place? Go into a dark "cave" and observe which colours show up best and which do not. Shine a torch to reveal reflectors and high visibility items and discover why they gleam! Paint and decorate your shadow puppet theatre.

Science Objectives

- i) Notice that light is reflected from surfaces.
- ii) Recognise that light from the sun can be dangerous.

Working Scientifically

- Gather, record, classify and present data in a variety of ways to help answer questions.
- Record findings using simple scientific language, drawings and labelled diagrams.



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You Will Need

Provided Resources

- Copies of the Task Sheet and Painting Prompt Sheet

Additional Resources

- Some large blackout curtains/a quantity of blackout material
- Strong duct tape and scissors
- Safety pins
- Torches
- Small squares of card in different colours, plus black, white, fluorescent colours and mirror card and a large number of tiny (sample) squares
- Objects: a mirror, reflector, high visibility strip or item, black and white clothing
- Puppet theatre boxes with stage cut away
- Acrylic paints, brushes, paint pots
- Sticky labels & glue sticks
- Black marker pens

Term by Term Objectives

week	2	Term	Summer 1
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Science Year 3 Light and Shadows

Reflectors and lights

Teaching and Activities

Teaching

- Know what a light source is and that the sun is a light source which is so powerful that it will damage your eyes if you look at it (even with sunglasses).

Predict and then investigate which colours show up best and least in the dark.

Investigate the effect of shining a torch on various objects including reflective materials.

Activities

1. Recap on prior knowledge by playing an active quiz game.
2. Predict and then investigate how well different colours and materials reflect light in a simulated dark cave.
3. Record findings by sorting and classifying colour samples, noting observations and drawing conclusions.
4. Paint shadow puppet theatre to make it attractive and exciting for audiences.

Investigation - predicting/exploring/classifying

- Predict and then investigate how well different colours and materials reflect light in a simulated dark cave. Use results to sort and classify the samples.

Vocabulary

Light source, energy, reflector, reflect, predict, investigate, reflective materials



year 3

Term by Term Objectives

week	3	Term	Summer 1
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Science Year 3 Light and Shadows

Mirror, mirror!

Objectives

Investigate the strange world of mirrors. Discover what happens to writing in a mirror and how this can be used to write in secret code. Navigate a mirror maze and use mirrors to make objects multiply. Learn the secrets of mirrors and how they can help you see round corners.

Science Objectives

- i) Notice that light is reflected from surfaces.
- ii) Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Working Scientifically

- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support findings.



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You Will Need

Provided Resources

- Copies of the Reflections sheet (1 per child)
- Copies of the maze (task 2)
- Teachers' Instructions for periscope

Additional Resources

- A number of good quality safe mirrors for investigation tasks
- 4 thick card sheets (about A3)
- Coloured crayons
- A selection of objects to reflect, e.g. flowers, leaves, scissors, pens etc.
- Plenty of A5 paper
- Masking tape
- A selection of reflective objects
- A periscope (if you have one)

Term by Term Objectives

week	3	Term	Summer 1
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Science Year 3 Light and Shadows

Mirror, mirror!

Teaching and Activities

Teaching

- Investigate how light is reflected by different surfaces, looking for similarities and differences and noting observations.
- Investigate the nature of reflections in mirrors through a variety of practical tasks including mirror writing, navigating mirror mazes and multiple mirror reflections.

Activities

- Test knowledge of light and learn some new light facts by playing an active team game.
- Investigate the properties of mirrors and reflections by undertaking 4 different tasks.
- Note down observations and use scientific knowledge on light to explain findings.
- Discover the effect of using 2 mirrors and how this can help us see round corners using a periscope.

Investigation - exploring/drawing conclusions

- Discover the properties of mirrors and reflections by undertaking different investigative tasks and use scientific knowledge on light to explain findings.

Vocabulary

Reflect, mirror, reflection, image, concave, convex m



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year 3

week

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Term

Summer 1

Science Year 3 Light and Shadows

Shadows

Objectives

Discover how shadows are made and investigate first hand how changing the orientation of an object or the material it is made from can affect the nature and shape of the shadow. Create shadow puppets in preparation for a shadow puppet performance.

Science Objectives

i) Recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Working Scientifically

- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

You Will Need

Provided Resources

- Copies of the Task Notes (1 for adult use in tasks 1 & 2 and 1 between 2 children for task 3)

Additional Resources

- A room with good blackout facilities
- Several screens/sections of light coloured wall, or large sheets of white card
- A mini whiteboard and dry wipe pen per child
- A selection of familiar household and classroom items in a box
- A collection of opaque, transparent and translucent objects including a pair of glasses with clear glass lenses and opaque frames
- A bright lamp
- An overhead projector and 5 or 6 bright torches
- A4 sheets of black card
- Scissors
- White pencil crayons
- Split pins & garden canes
- Masking tape



week	4	Term	Summer 1
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Science Year 3 Light and Shadows

Shadows

Teaching and Activities

Teaching

- Discover the contribution to science of the great 19th century fossil hunter Mary Anning.
- Understand the process of fossil formation and be able to describe it in simple terms.

Activities

- Engage (through role play) with the great fossil hunter Mary Anning and ask questions to discover her story. Learn how fossils are made and record by writing and illustrating the stages or through sequencing a text. Make their own “fossil” of a shell using a plasticine mould and plaster of Paris. Handle real fossils and rehearse the stages of fossil formation through oral retelling.

Investigation - analysing secondary sources

Learn about how fossils are made and the life and contribution of the great fossil hunter Mary Anning.

Vocabulary

Fossil, ichthyosaur, plesiosaur, ammonite, sediment, minerals, mould, cast

week

5

Term

Summer 1

Science Year 3 Light and Shadows

Soil detectives

Objectives

It's time to put your scientific detection skills to the test with some exciting soil investigation activities. Discover the answers to some important questions about soil and learn just how important it is to life on our planet!

Science Objectives

- i) Recognise that soils are made from rocks and organic matter.

Working Scientifically

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
- Gather, record, classify and present data in a variety of ways to help answer questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support findings.

You Will Need

Additional Resources

- Soil samples – see Teacher's Notes
 - Flip chart and marker pens
 - A3 white paper
 - Lidded tubs to store soil for the Soil Detective activity (one per group)
 - One per child of: plastic spoon, sheet of A4 paper, plastic gloves & a magnifying lens
 - 3 plastic funnels & 3 plastic beakers
 - 3 balls of cotton wool
 - 3 finely calibrated measuring cylinders
 - Plastic jars with tightly fitting screw lids
- Some non standard measures of capacity, e.g. a scoop, a small cup, a tablespoon.

Term by Term Objectives

week	5	Term	Summer 1
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year 3

Science Year 3 Light and Shadows

Soil detectives

Teaching and Activities

Teaching

- Investigate, discover and classify the different components of soil.
- Gather evidence on how different soils can vary and suggest reasons for this.

Activities

- Play a guessing game to learn some amazing facts about soil and the crucial role it plays in supporting life.
- Closely observe soil with hand lenses and list and classify the constituent parts.
- Actively investigate and compare 3 different soils and their properties, recording findings.
- With support, draw conclusions on the reasons for variation between soils.

Investigation - exploring/classifying and identifying/fair testing

- Investigate different soils, asking questions and seeking answers through a variety of scientific enquiries (exploring/ classifying and identifying /fair testing)

Vocabulary

Soil, micro-organisms, organic matter, particles, sand, silt, fair test, compare, sort, predict

Term by Term Objectives



year 3

week

6

Term

Summer 1

Science Year 3 Light and Shadows

Amazing rock and fossil museum!

Objectives

It's time to get ready for the opening of the Amazing Rock and Fossil Museum. Divide into groups and work as a team to plan and prepare your exhibits and activities. How can you share your learning and give visitors an exciting Rock and Fossil experience?

Science Objectives

- i) Compare and group together different kinds of rocks on the basis of appearance and simple physical properties.
- ii) Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- iii) Recognise that soils are made from rocks and organic matter.

Working Scientifically

- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

You Will Need

Additional Resources

- 10 labelled cardboard folders
- All the children's work produced over previous sessions
- Survey results
- A 2nd labelled folder of useful supporting resources from each session
- Photographs (taken by the children) of rock survey buildings and close ups of their materials – in a folder marked Rock Quest
- Access to computers and printers
- Mary and Joseph Anning costume props
- A wide selection of paper and card in white and different colours
- Corrugated card (for display)
- A paper trimmer
- Portable display boards (optional) and some table display space
- Rock samples, soil samples & fossils
- Magnifiers
- Plastic gloves
- Spoons
- Containers & shake up jars
- Plastic beakers, plastic funnels & pipettes
- Vinegar
- Balls of cotton wool
- A selection of items to test hardness (see unit 2)



week	6	Term	Summer 1
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Science Year 3 Light and Shadows

Amazing rock and fossil museum!

Teaching and Activities

Teaching

- Recap on all our previous learning and vocabulary by playing a Rock, Fossil and Soil Quiz.
- Work as a team to share learning with visitors by creating exhibits and activities.

Activities

- Recap on or assess all the learning in this block by doing a Rock, Fossil and Soil Quiz (see Teachers' Notes).
- Work in a team to plan and prepare a display of exhibits and activities for visitors to the Amazing Rock and Fossil Museum.
- Share learning through written and oral presentations to a real audience.

Investigation - analysing secondary sources

- Assemble a variety of exciting exhibits for the Rock and Fossil Museum.

Vocabulary

All vocabulary previously learnt in this block

Term by Term Objectives



year 3

week

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Term

Summer 2

Science year 3 Forces and Magnets

May the force be with you!

Objectives

You receive the letter from Mr Newton of the British Scientific Society and agree to help him develop some exciting activities on the theme of Magnetism for their annual science fair. But first you need to get to grips with what a force is!

Science Objectives

i) Compare how things move on different surfaces.

Working Scientifically

- Set up simple practical enquiries and comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.

You Will Need

Provided Resources

- 'Printout of the (personalised) Letter to Class from Mr Newton
- Push/pull labels – to classify forces
- Investigation PowerPoint to introduce task
- Task sheets (1 each)

Additional Resources

- Selection of everyday items – see Furious Forces instructions for details
- A bag for each group of 4 - 5 children
- Marker pen
- 30 word display cards
- Sticky tack & masking tape
- Push/pull labels printed on card and trimmed
- A selection of toy vehicles (enough for 1 between 3)
- Thin rubber bands
- Balloons (ideally old flabby, flat ones – see Teachers' Notes)
- Different testing surfaces (e.g. grass, tarmac, carpet, lino)

Term by Term Objectives



year 3

week

7

Term

Summer 2

Science year 3 Forces and Magnets

May the force be with you!

Teaching and Activities

Teaching

- Understand that forces are pushes and pulls which can make things move, stop or change shape.
- Set up and conduct a comparative fair test, record measurements and discuss results.

Activities

- Play a game in teams to explore all the different ways forces can act on a variety of everyday objects.
- Classify each action as either a push, a pull or both.
- Plan and conduct an investigation to compare the amount of force needed to move a toy vehicle on different surfaces making choices about whether to measure push or pull and how to keep it fair.
- Evaluate, review and discuss findings (e.g. were predictions correct? Were tests fair?).

Investigation - exploring/classifying and identifying

Ask questions and then investigate how toy vehicles run on different surfaces. Begin to explain in terms of forces.

Vocabulary

Force, push, pull, theory, fair test, investigate, measure

Term by Term Objectives



year 3

week

8

Term

Summer 2

Science year 3 Forces and Magnets

Acting forces

Objectives

Recap by thinking about the different forces involved in various sports.

Discover that gravity is a force that doesn't need contact – but is it the only one? No: magnetism can also pull objects from a distance. Experiment with magnetism, ask questions and design fair tests to answer them.

Science Objectives

i) Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries and comparative and fair tests.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

You Will Need

Provided Resources

- Printouts of the Sporty Forces Team and Teacher's Score sheets
- Sporty Forces PowerPoint
- How to play Sporty Forces
- Teaching PowerPoint
- A3 copies of the task sheet – 1 per group of 3 children
- A4 copies of results tables

Additional Resources

- A big box of paperclips
- A small piece of stiff card per child (12 x 8 cm approx.)
- Different types of magnets (e.g. horseshoe, bar, disk, wand)
- A4 sheets of coloured paper or card
- Marker pen
- Some metal bearings
- Clear storage boxes that can be filled with water

Term by Term Objectives



year 3

week

8

Term

Summer 2

Science year 3 Forces and Magnets

Acting forces

Teaching and Activities

Teaching

- Ask questions and answer them by planning and carrying out a fair test.
- Explore forces and discover that gravity and magnetism can act without contact.

Activities

- Play a game in teams to explore and show the different ways forces can act in different sports.
- Actively investigate how some forces can act without contact (gravity and magnetism).
- Explore magnetism, ask questions and attempt to answer them by planning and carrying out a fair test.
- Tabulate results and use them to draw conclusions and raise further questions.

Investigation - exploring/classifying and identifying

- Investigate how it is forces that make things move (pushes and pulls) and that magnetic forces can move things at a distance without forces touching.

Vocabulary

Forces, pushes, pulls, gravity, contact, magnet, magnetism, fair test, results, table

week

9

Term

Summer 2

Science year 3 Forces and Magnets

Magnetic attraction

Objectives

Begin to think about which items are attracted to magnets and why. Ask questions and test them out e.g. Is it just metal things? Are all metal things attracted? Why not?

Science Objectives

i) 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.

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Gather, record, classify and present data in a variety of ways to help answer questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

You Will Need

Provided Resources

- Printouts of 3 suggested questions for investigation
- Printouts of any questions tackled last session from the Teaching -
- PowerPoint (see Session 3 resource)
- Copies of the Guessing Game Sheet (1 per child)
- Task sheets

Additional Resources

- Your A4 coloured cards of questions on magnetism (from last session)
- A tray containing the 12 items shown on the teaching PowerPoint
- Coloured sheets of A4 card or paper
- Marker pen
- Tray of items made from different materials including lots of metal
- A good selection of different types of magnet
- A strong magnet on a string
- Several bags of coins
- Camera/ cameras
- Access to computers for research
- Vinegar (if shininess is proposed as a reason to be magnetic)

week

9

Term

Summer 2

Science year 3 Forces and Magnets

Magnetic attraction

Teaching and Activities

Teaching

- Develop scientific method and thinking, using curiosity to generate questions.
- Answer questions by testing and sorting items using magnets.

Activities

- Play a guessing game to encourage theories and predictions on which items will be magnetic.
- Turn their theories into questions that can be answered through scientific enquiry.
- Methodically test, classify and sort different items/materials and thus raise more questions to consider.
- Record findings and report back on them to the class.

Investigation - pattern seeking, problem solving

- Investigate how magnets attract some materials and not others. Compare and group materials.

Vocabulary

Magnetic, non-magnetic, attract, attraction, theory

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year 3

week

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Term

Summer 2

Science year 3 Forces and Magnets

Poles apart

Objectives

Explore how magnets behave towards each other in a variety of different exciting challenges. Discover that magnets have 2 poles and that same poles repel whilst opposite poles attract. Learn that the world itself is a giant magnet!

Science Objectives

- i) Observe how magnets attract or repel each other and attract some materials and not others.
- ii) Describe magnets as having two poles.

Working Scientifically

- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Use straightforward scientific evidence to answer questions or to support findings.

You Will Need

Provided Resources

- Task PowerPoint
- 3 Strikes and You're Out PowerPoint
- Copies of 6 different challenge sheets

Additional Resources

- Your A4 cards of unanswered questions from previous sessions
- A wide range of different magnets including: wand, bar, compass, ring and pole, horseshoe, super and marbles
- A plastic tub of water for each compass magnet

Term by Term Objectives



year 3

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Science year 3 Forces and Magnets

Poles apart

Teaching and Activities

Teaching

- Explore how magnets behave towards each other and form theories to explain it.
- Understand that magnets have 2 poles and that opposite poles attract and like poles repel.

Activities

- Play a game to revise and reinforce prior learning on magnetic forces.
- Explore how magnets behave towards one another in a wide variety of different situations.
- Form theories and seek to explain findings.
- Learn that magnets have 2 poles and that same poles repel whilst opposite poles attract.
- Consider and explain their exploratory findings in terms of this scientific knowledge.

Investigation - exploring/predicting

- Investigate the polarisation of magnets, making predictions and testing ideas.

Vocabulary

Magnetic, non-magnetic, attract, repel, attraction, repulsion, poles, north, south

week

11

Term

Summer 2

Science year 3 Forces and Magnets

Magnetic fun time

Objectives

Play a fast paced game to practise your knowledge of whether magnets attract or repel each other depending on which poles are facing. Devise an exciting activity on magnetism to fascinate visitors to the science fair.

Science Objectives

i) Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically

- Use straightforward scientific evidence to answer questions or to support findings.

You Will Need

Additional Resources

- 40 cardboard red/blue bar magnets with either Attract or Repel written on the reverse of each
- A large selection of different magnets
- A large selection of craft resources
- Magnetic items, e.g. metal bearings, paperclips, paper fasteners, bulldog clips, a selection of copper and silver coins
- Stop watches and sand timers of different time lengths (e.g. 1, 2 and 3 minute types)
- Garden canes and string – to make magnetic fishing rods
- Large tub/tank of water and items to put in it to create boat course



week	11	Term	Summer 2
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Science year 3 Forces and Magnets

Magnetic fun time

Teaching and Activities

Teaching

- Revise and reinforce knowledge of attraction and repulsion between magnetic poles through participation in an active game.
- Devise and prepare activities (for visitors to a science fair, that use magnetic force.

Activities

- Play a game to revise and reinforce knowledge of how magnets attract and repel depending on which poles are facing.
- Work in a group to devise a magnetic game or challenge for visitors to a science fair.
- Assemble and make resources to run activity including signs to introduce the challenge.
- Consider what each activity will teach visitors about magnetism.

Investigation - exploring

- Develop a game or activity that uses magnetic forces by trying out a variety of ideas.

Vocabulary

Magnetic, non-magnetic, attract, repel, attraction, repulsion, poles, time, record, force

Term by Term Objectives



year 3

week

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Term

Summer 2

Science year 3 Forces and Magnets

All the fun of the fair!

Objectives

It's time to test your knowledge of magnetic forces in a quiz before setting up your exhibit ready for the science fair. You will need to write some questions to really get visitors thinking and then write your own explanations and answers. Test run each other's exhibits and discuss possible improvements before all the photos and ideas get sent off to Mr Newton.

Science Objectives

- i) Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- ii) Observe how magnets attract or repel each other and attract some materials and not others.
- iii) 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.

Working Scientifically

- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.

You Will Need

Provided Resources

- Quiz PowerPoint and answers PowerPoint
- Quiz sheets and answer sheet
- Teaching PowerPoint
- Teachers' Notes.

Additional Resources

- A large selection of different magnets (as used in previous sessions)
- The resources made by groups last session for the Science Fair
- Signs and notices made last session to attract people to their activity
- A large selection of craft resources
- Magnetic items
- Resources for group activities, e.g. coins, stop watches, sand timers, water tank – but these will vary according to your children's ideas
- The plenary sheets (Group Activity Summary) completed last session
- Camera

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Summer 2

Science year 3 Forces and Magnets

All the fun of the fair!

Teaching and Activities

Teaching

- Ask questions on magnetism to get people thinking.
- Answer questions and write explanations using knowledge and understanding of magnetism.

Activities

- Take part in a quiz to assess knowledge and understanding of magnetism (learnt through this block).
- Ask questions that encourage participants at the science fair to think about magnetism and its effects.
- Write explanations to answer these questions.
- Quality test each other's exhibits and pass on advice and praise using 2 stars and a wish.

Investigation - analysing secondary sources

Test your knowledge of magnetic forces. Design a poster to explain the science behind your game or activity. Stage it in an attractive eye catching way.

Vocabulary

Magnetic, non-magnetic, attract, repel, attraction, repulsion, poles, force