



CAMBRIDGE  
UNIVERSITY PRESS

# CAMBRIDGE Primary Science

Workbook 1

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# How to use this book

This workbook provides questions for you to practise what you have learned in class. There is a topic to match each topic in your Learner's Book. Each topic contains the following sections:

**Focus:** these questions help you to master the basics

**Focus**

1 Draw lines from the labels to the correct recycling bins.

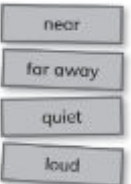


**Practice:** these questions help you to become more confident in using what you have learned

**Practice**

2 Draw lines to complete the sentences.

When a sound source is far away the sound is  
 When a sound source is near the sound is  
 Sound sources are louder when you are  
 Sound sources are quieter when you are



**Challenge:** these questions will make you think more deeply

**Challenge**

3 Find these words in the puzzle.



Draw a circle around the words when you find them.



# 1 Living things

## > 1.1 Animals and plants alive!

### Focus

1 Colour in only the things that are alive.

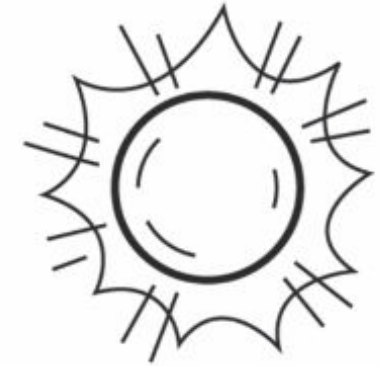


### Practice

2 Draw lines from these things to the right group.



lion



Sun



tree

Non-living

Living



water



butterfly



chair

**Challenge**

- 3 Cross out (cross-out) the wrong word in the sentences below.

Example: A ball is ~~alive~~ / not alive.

A fish is ~~alive~~ / not alive.

A cat is ~~alive~~ / not alive.

A rock is ~~alive~~ / not alive.

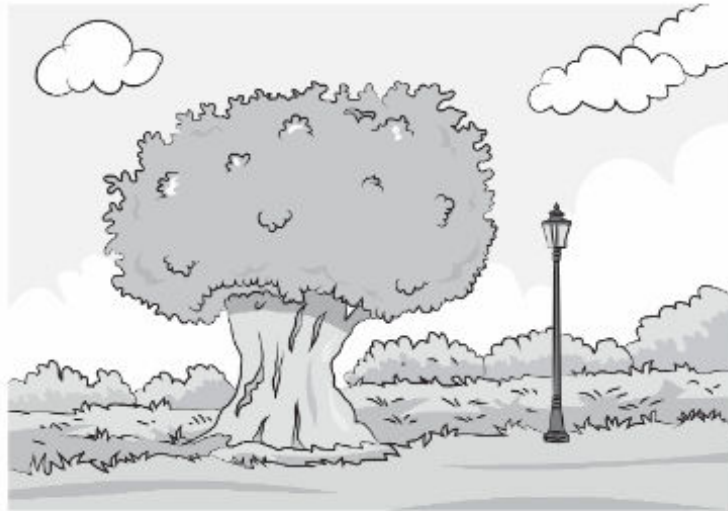
Water does not need ~~move~~ / food.

A cat can ~~move~~ / food.

Water is ~~alive~~ / not alive.

- 4 Write two sentences about this living thing.

Use some of these words.



The

tree

is

big.

leaves

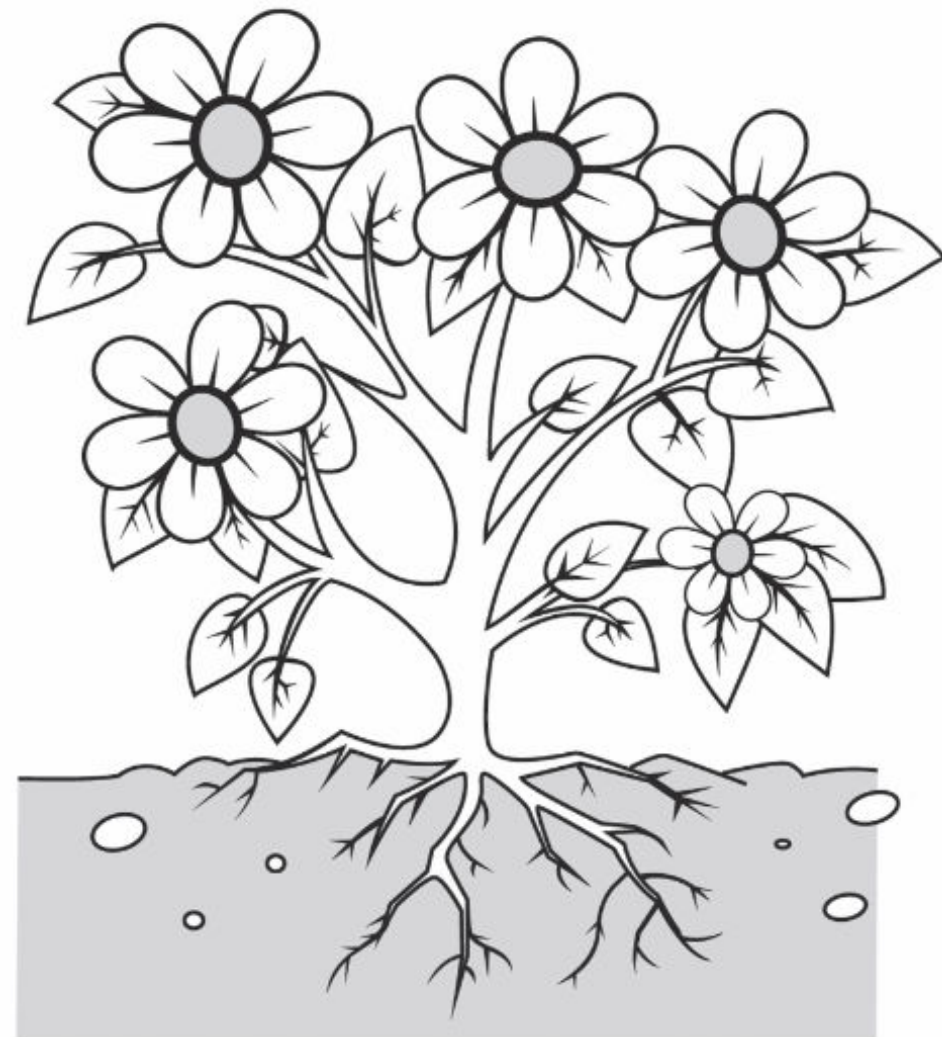
are

small.

tall.

**> 1.2 Parts of a plant****Focus**

- 1 Draw lines from these words to label this picture of a plant.



stem

root

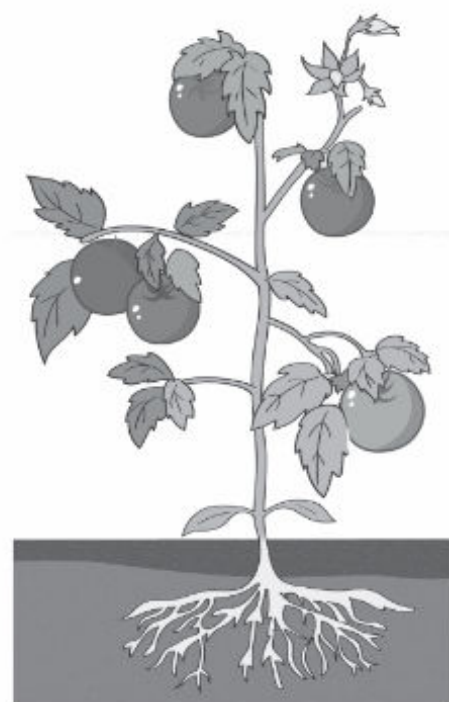
leaf

flower

Look at lots of plants. Look at the different shaped leaves and flowers.

**Practice**

2 Draw lines from the words to each picture to label the roots, stem, leaf and flower.

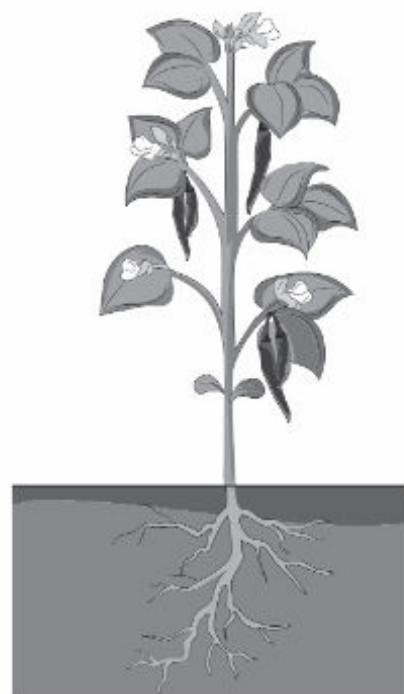


stem

roots

leaf

flower



**Challenge**

3 When a plant starts to grow it grows a root and a stem.

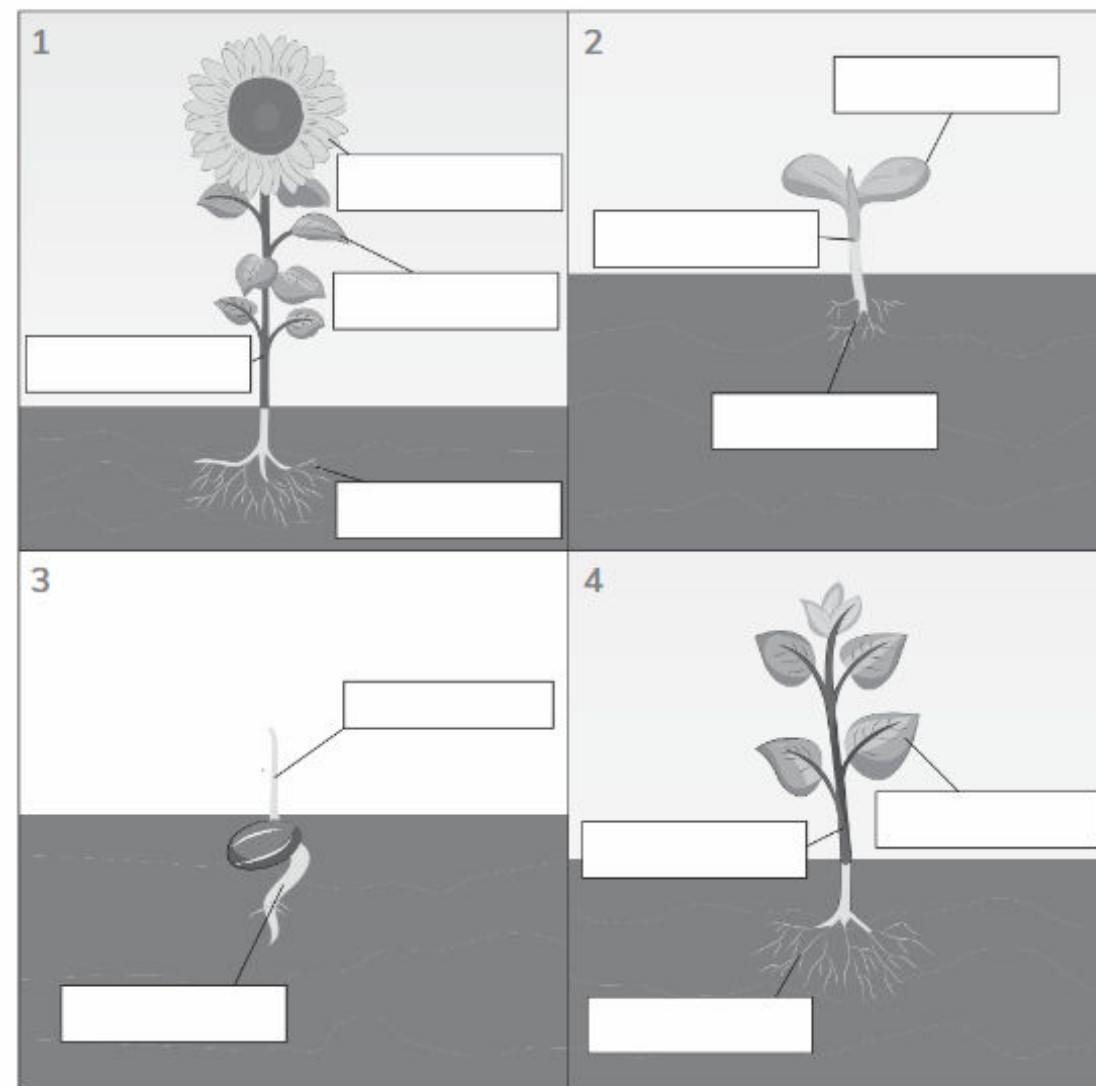
The leaves grow on the stem.

Later, the plant makes flowers.

These four pictures show the plant growing but they are in the wrong order.

Put the plants in the right order using the numbers in the pictures.

Write the numbers here: \_\_\_\_\_



Label the root, stem, leaf, flower in each picture.

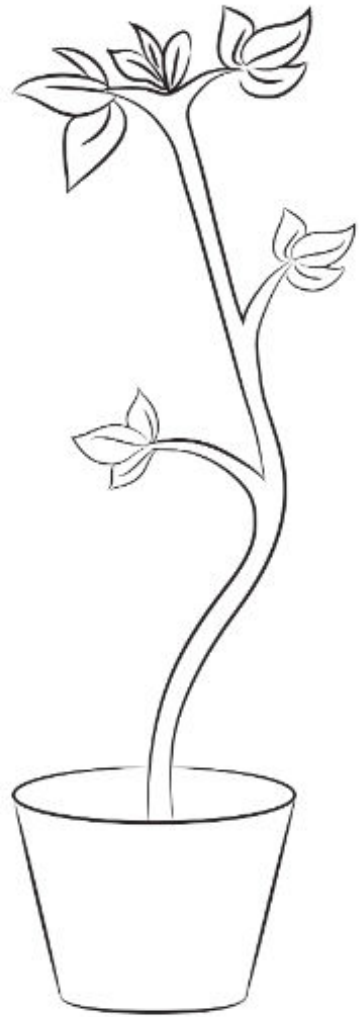
4 Put a cross (x) next to the wrong sentences below:

- a There is only a flower on picture 1 because:
  - the flowers have fallen off in the other pictures
  - flowers are the last thing to grow
- b There is a root and stem in each picture because:
  - you can't draw a picture without them
  - the roots grow first, then the stem.

## > 1.3 Plants and light

### Focus

- 1 One of these plants is growing in the dark. The other is growing in the light. Write the word 'Dark' or 'Light' under each picture. Colour in the plants.



\_\_\_\_\_



\_\_\_\_\_

### Practice

- 2 Write the words in the right box.

small leaves

big leaves

tall stem

Plants with light

-----  
-----  
-----

Plants in the dark

-----  
-----  
-----

short stem

green leaves

yellow leaves



**Challenge**

3 Cross out (cross-out) the wrong words in these sentences.

Plant A was grown in the light / dark.

Plant B has small / big leaves.

Plant B has a tall / small stem.

Plant B was grown in the light / dark.



A



B

4 Write what you think will happen to a plant with no leaves.

	stem		grow	tall.
The	plant	will	not grow	small.
	leaves			again.

## > 1.4 Plants need water



**Focus**

1 Look at this plant.

This plant has no water.

The plant isn't given water for a week.

What will the plant look like next week without water?

Draw a picture of the plant without water.



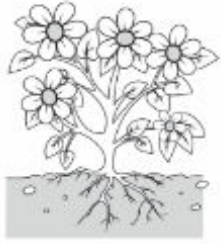
The plant is given water. What would it look like?

Draw the plant after it has had water.



**Practice**

2 Draw the three missing pictures for days 3, 5 and 6.

Day	Rain?	
1	Rain	
2	No rain	
3	No rain	
4	Rain	
5	No rain	
6	No rain	

**Challenge**

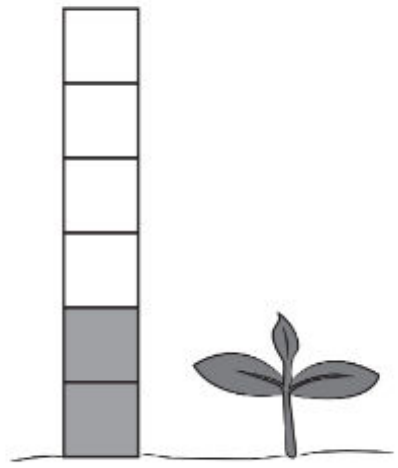
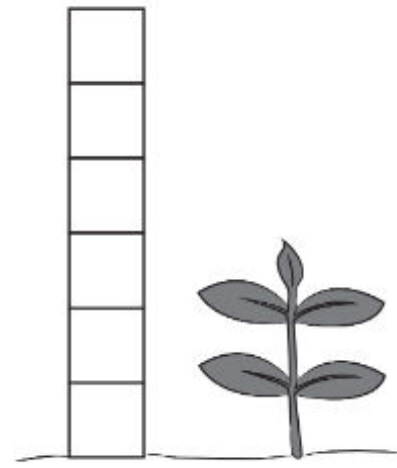
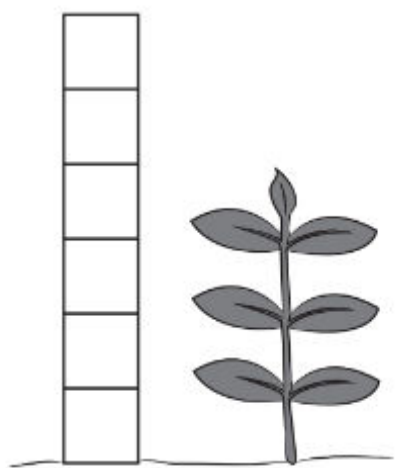
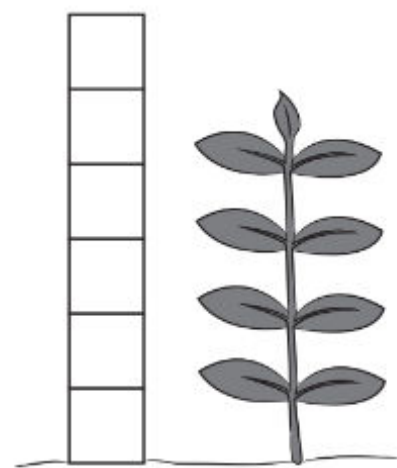
3 Look at these six pictures. They show a plant as it grows. When we stop watering the plant wilts. The bricks next to the plant show how high it has grown.

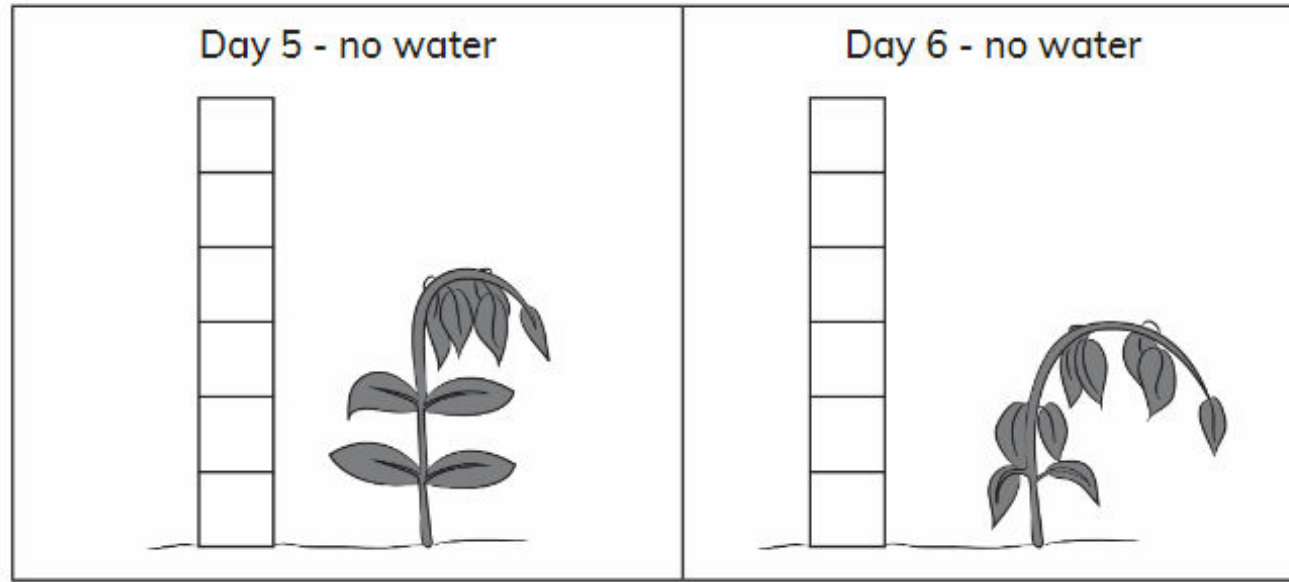
On days 5 and 6 we stop watering.

What happens when we stop watering?

When we stop watering, the plant \_\_\_\_\_.

Colour in the bricks on days 2–6 to show the height of the plants.

<p>Day 1 - water</p> 	<p>Day 2 - water</p> 
<p>Day 3 - water</p> 	<p>Day 4 - water</p> 



What happens to the height of the plant on day 5 and day 6?

On day 5 the height of the plant was \_\_\_\_\_ bricks.

On day 6 the height of the plant was \_\_\_\_\_ bricks.

Why does this happen?

The plant \_\_\_\_\_ because it had no \_\_\_\_\_



## 2 Sound

### > 2.1 Sound sources

#### Focus

1 There are many sources of sound.

Look at the picture.

Draw a circle around each thing that is a sound source.



**Practice**

2 There are sounds that you like.

There are sounds that you don't like.

On the left side, draw things that make nice sounds.

On the right side, draw things that make sounds that are not nice.



baby



thunder

Sources of nice sounds

Sources of sounds that are not nice

**Challenge**

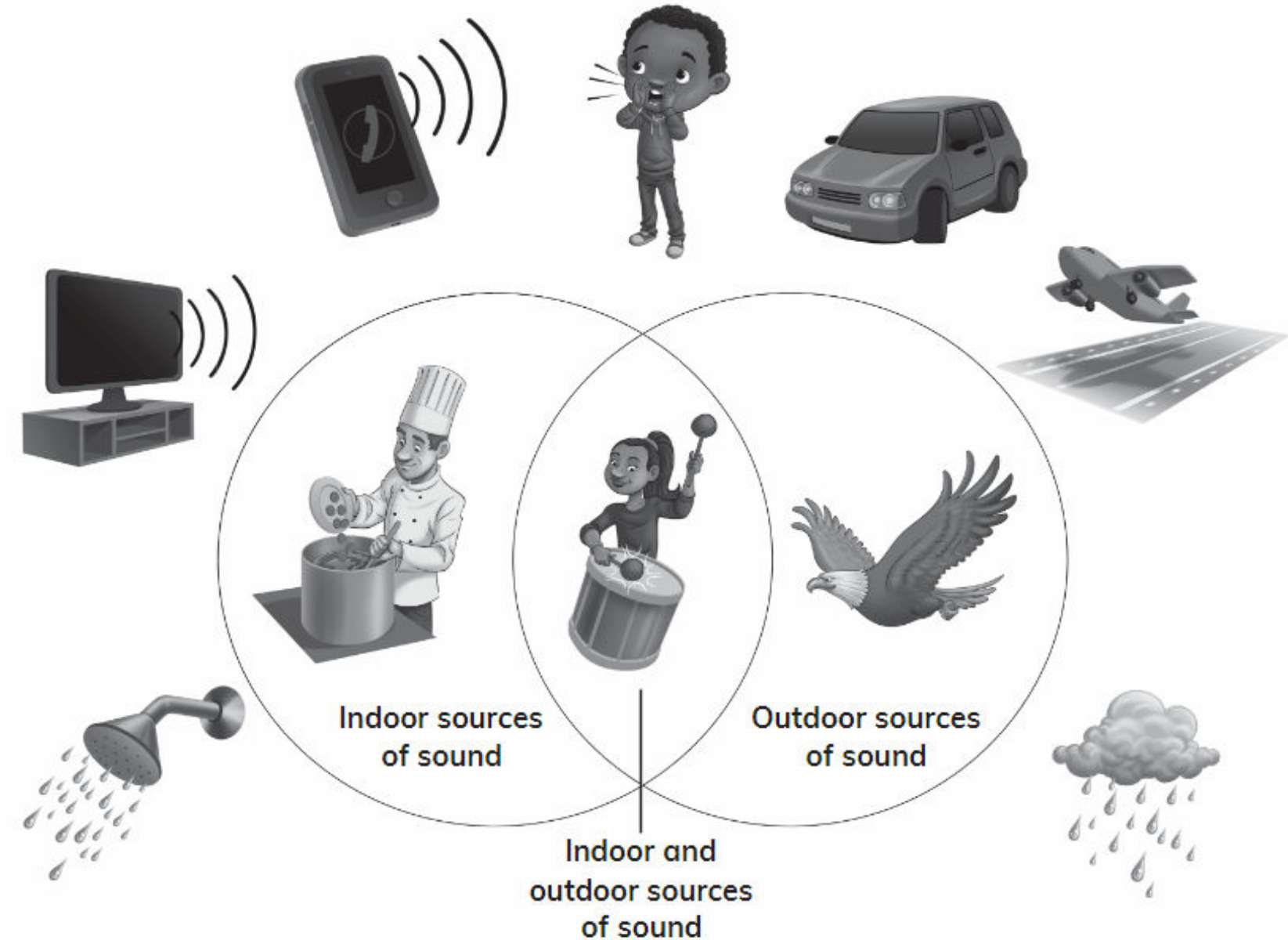
3 Some sound sources can only be found indoors.

Some sound sources can only be found outdoors.

Some sound sources can be found indoors and outdoors.

Put these sounds into the right place.

Draw a line from each picture to the right place.



## > 2.2 Loud and quiet

### Focus

1 Look at these pictures.

Draw a **circle** around the correct word to describe the type of sound the sound source makes.



loud / quiet



loud / quiet



loud / quiet



loud / quiet



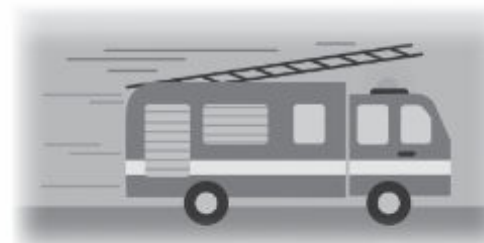
loud / quiet



loud / quiet

### Practice

2 Draw these things in the right box below.








You need loud sounds here



You need quiet sounds here

### Challenge

- 3 Look at the pictures. Decide which is the loudest thing and which is the quietest thing. Draw a **circle** around the word that describes how loud these sound sources are.

Source of sound	How loud is the source?
 volcano	quietest / loudest / quiet / loud / very quiet
 train	quietest / loudest / quiet / loud / very quiet
 curtains	quietest / loudest / quiet / loud / very quiet
 tap dripping	quietest / loudest / quiet / loud / very quiet
 tap with lots of water coming out	quietest / loudest / quiet / loud / very quiet

## > 2.3 Sound moves

### Focus

- 1 Loud sounds can hurt your ears.

**Circle** only the people who are being safe.



## Practice

2 Draw lines to complete the sentences.

When a sound source is far away the sound is

When a sound source is near the sound is

Sound sources are louder when you are

Sounds sources are quieter when you are

near

far away

quiet

loud

## Challenge

3 Find these words in the puzzle.

quiet

far

change

near

ears

sound

loud

source

Draw a **circle** around the words when you find them.

G	C	R	T	V	Z	Y	V	D	Y
D	M	H	S	L	M	T	Z	K	R
F	E	Y	A	O	O	S	P	L	B
A	T	A	Z	N	U	U	O	X	Z
R	R	D	R	T	G	R	D	F	D
W	M	A	E	S	D	E	C	N	T
N	E	I	M	L	B	X	U	E	N
N	U	T	P	D	D	O	N	L	T
Q	B	G	T	M	S	X	N	D	L

## 3

Materials in  
my world

## &gt; 3.1 Different materials

## Focus

1 Draw lines to match the pictures with the materials.

One has been done for you.



glass



rock



wood



paper



plastic



fabric



metal




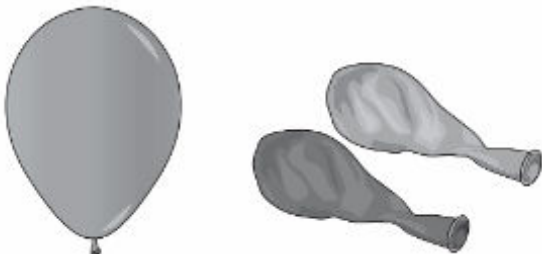
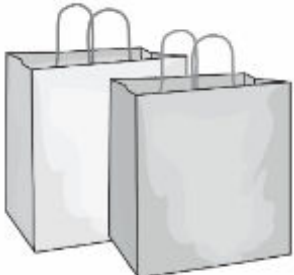


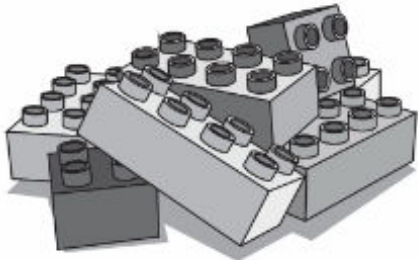
**Practice**

2 What materials are these things made of?

Use these words to help you.



One has been done for you.

 metal _____	 a _____
 b _____	 c _____
 d _____	 e _____

**Challenge**

3 What materials are these things made of?

Finish the sentence for each one.

Use words below to help you.



a The books are made from \_\_\_\_\_.



b The clothes are made from \_\_\_\_\_.



c The water bottles are made from \_\_\_\_\_.



d The paper clip is made from \_\_\_\_\_.



e The castle is made from \_\_\_\_\_.



f The can is made from \_\_\_\_\_.



## > 3.2 Properties of materials

### Focus

- 1 Draw a circle around the correct word to describe the object in the picture.  
The first one has been done for you.



mirror



rock



metal bridge



fabric cushion



stone floor



paper





## Practice

2 Draw a circle around the right words in these sentences.

The first one has been done for you.

The metal can is weak and soft / strong and shiny.



a The brick is strong and dull / weak and soft.



b The rubber balloon is rough and strong / shiny and weak.



c The rock is hard and rough / soft and smooth.



d The glass bottle is soft and rough / shiny and smooth.



e The paper is rough and strong / smooth and weak.



## Challenge

3 Choose the right words to finish the sentences.



rock

paper

glass

soft

shiny

weak

The mirror is made from \_\_\_\_\_ because this material is \_\_\_\_\_.



paper

fabric

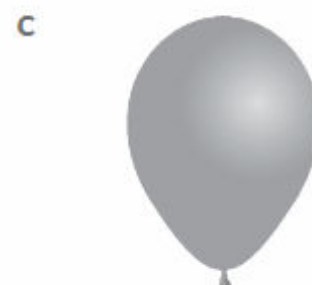
metal

soft

weak

rigid

The T-shirt is made from \_\_\_\_\_ because this material is \_\_\_\_\_.



paper

rubber

glass

rough

flexible

weak

The balloon is made from \_\_\_\_\_ because this material is \_\_\_\_\_.

d



- metal
- rock
- wood
- rigid
- shiny
- soft

The bridge is made from \_\_\_\_\_ because this material is \_\_\_\_\_.

e



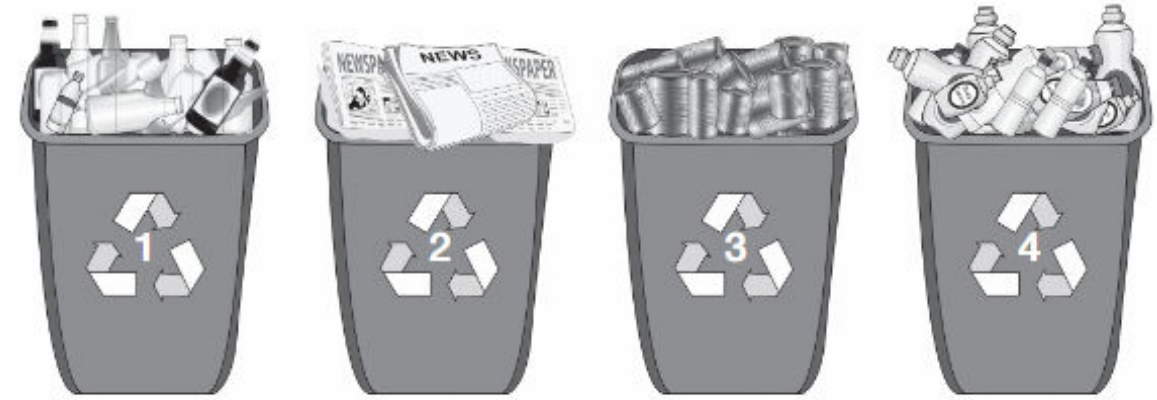
- paper
- rock
- glass
- smooth
- rough
- strong

The castle is made from \_\_\_\_\_ because this material is \_\_\_\_\_.

## > 3.3 Sorting materials

### Focus

1 Draw lines from the labels to the correct recycling bins.



- metal
- plastic
- glass
- paper

2 Draw a line to show which bin this should go into.



**Practice**

3 Sort the materials into the right group.

Draw a line from each picture to the correct group.



metal



fabric

hard



plastic

soft



rubber



rock



glass

**Challenge**

4 Draw a circle around the right word to finish these sentences.

- a Fabric is rigid / hard / flexible.
- b Metal is rough / strong / weak.
- c Glass is hard / soft / flexible.

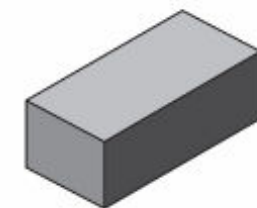
d All of these are shiny / fabric / rough.



e All of these are hard / flexible / strong.



f All of these are flexible / rigid / weak.



## > 3.4 Changing materials

### Focus

1 Draw a **circle** around the word that matches each picture.



bend / twist / stretch / compress



bend / twist / stretch / compress



bend / twist / stretch / compress



bend / twist / stretch / compress

### Practice

2 Draw a **circle** around the word that describes what has happened to these materials.

The first one has been done for you.



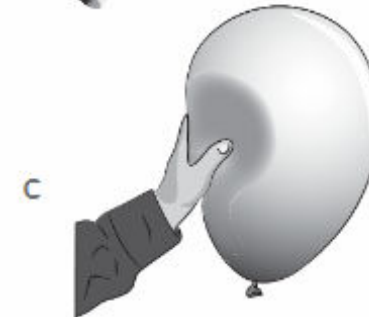
The can has been bent / twisted / **compressed**.



The paper has been bent / twisted / compressed.



The pipe has been bent / twisted / compressed.



The balloon is being bent / twisted / compressed.



The rope has been bent / twisted / compressed.



The fruit has been bent / twisted / compressed.

## Challenge

3 Zara is testing materials.

Finish the table of results.

Material	Compress	Bend
paper	yes	yes
metal		
fabric		
wood		
rubber		
glass		

Use the results to finish these sentences.

Use these words to help you.

compress

bend

The first one has been done for you.

Zara can bend the paper.

- a Zara cannot \_\_\_\_\_ the metal.
- b Zara can \_\_\_\_\_ the fabric.
- c Zara cannot \_\_\_\_\_ the wood.
- d Zara can \_\_\_\_\_ the rubber.
- e Zara cannot \_\_\_\_\_ the glass.



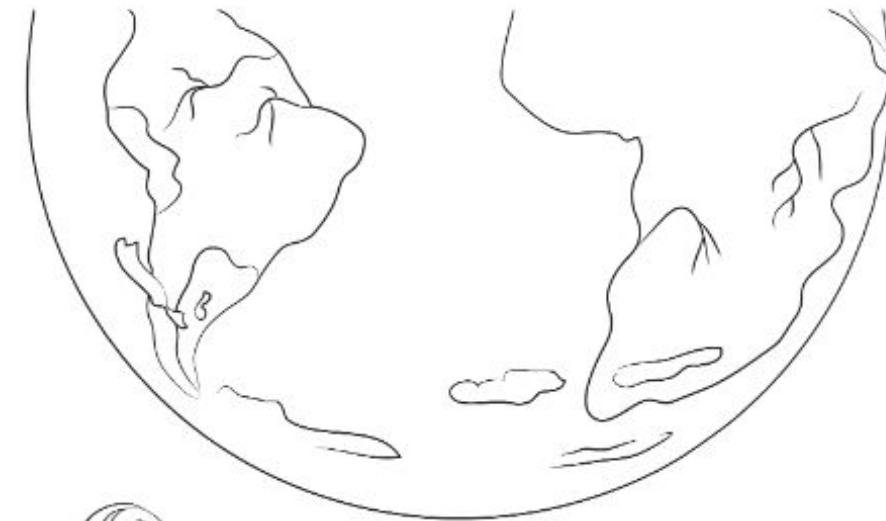
## 4

## The Earth

## &gt; 4.1 Planet Earth

## Focus

1 What does Earth look like from space?



Tick (✓) the sentences that say what an astronaut can see from space.

The Earth is like a ball.

There are clouds on Earth.

There is land on Earth.

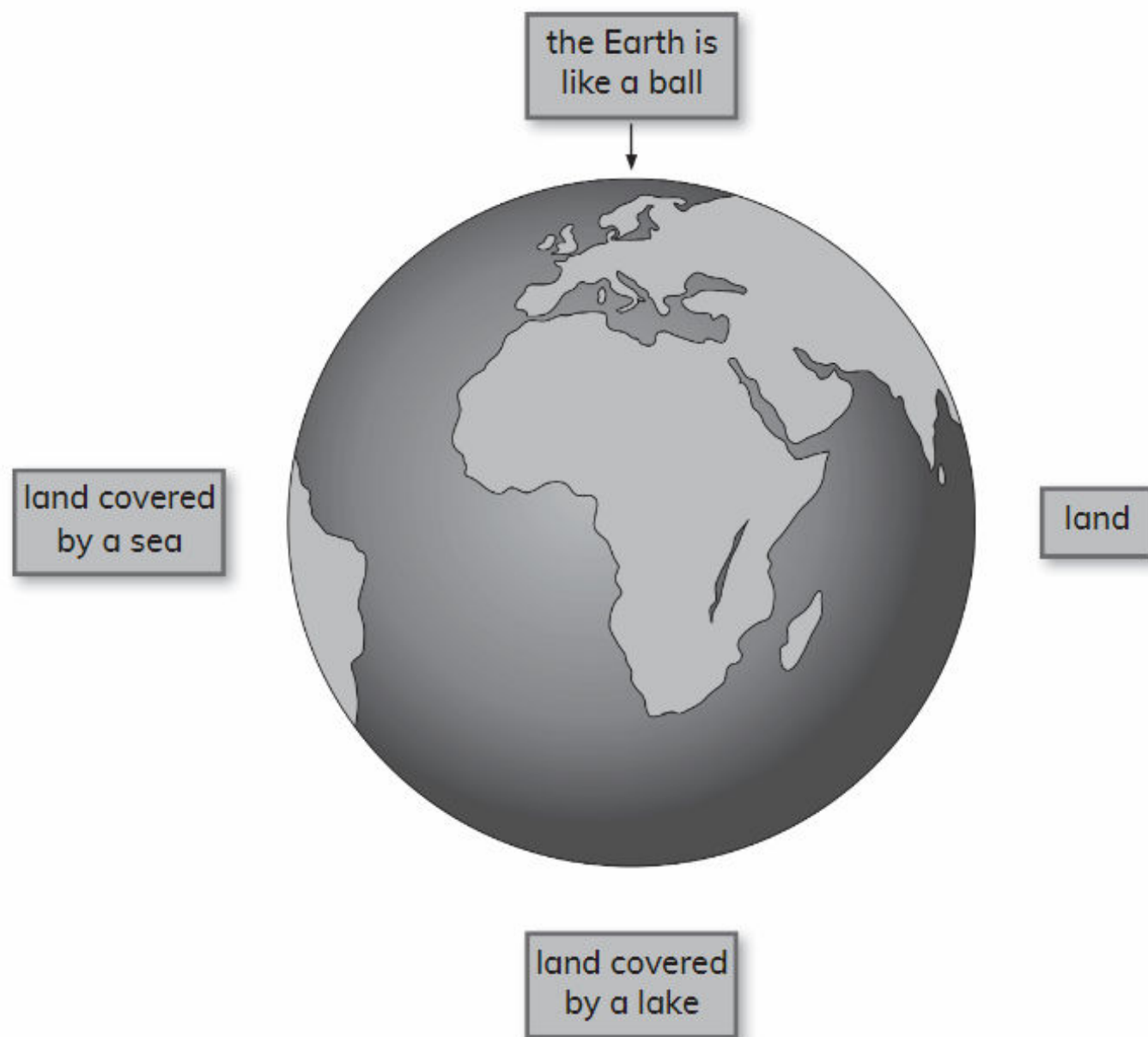
There are rivers on Earth.

There are seas on Earth.

There are lakes on Earth.

## Practice

2 Draw a line from the labels to the right place on the Earth.



## Challenge

3 Earth is the only planet with life on it.

Write answers to complete the sentences.

Use these words:

living things

ball

water

land

planet

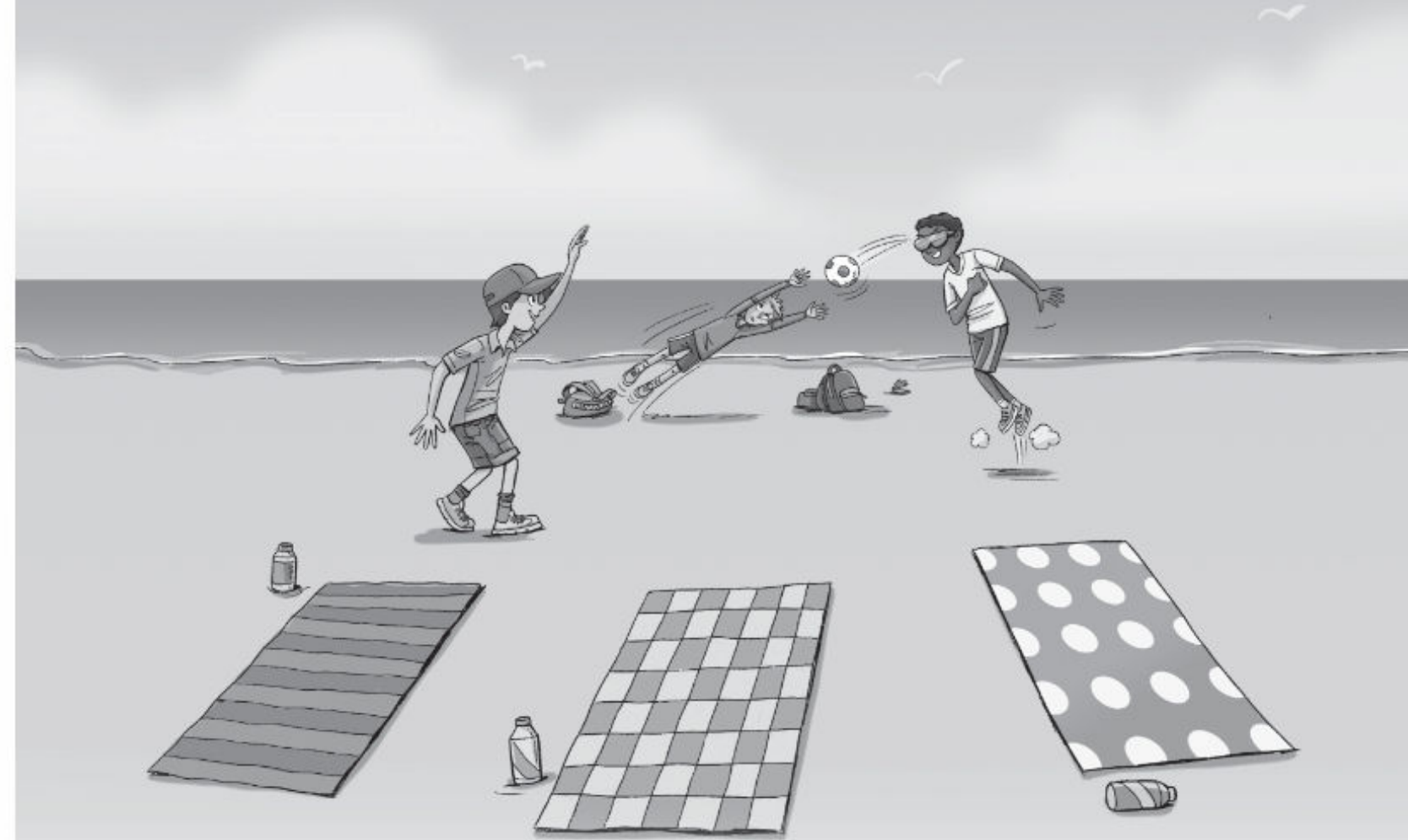
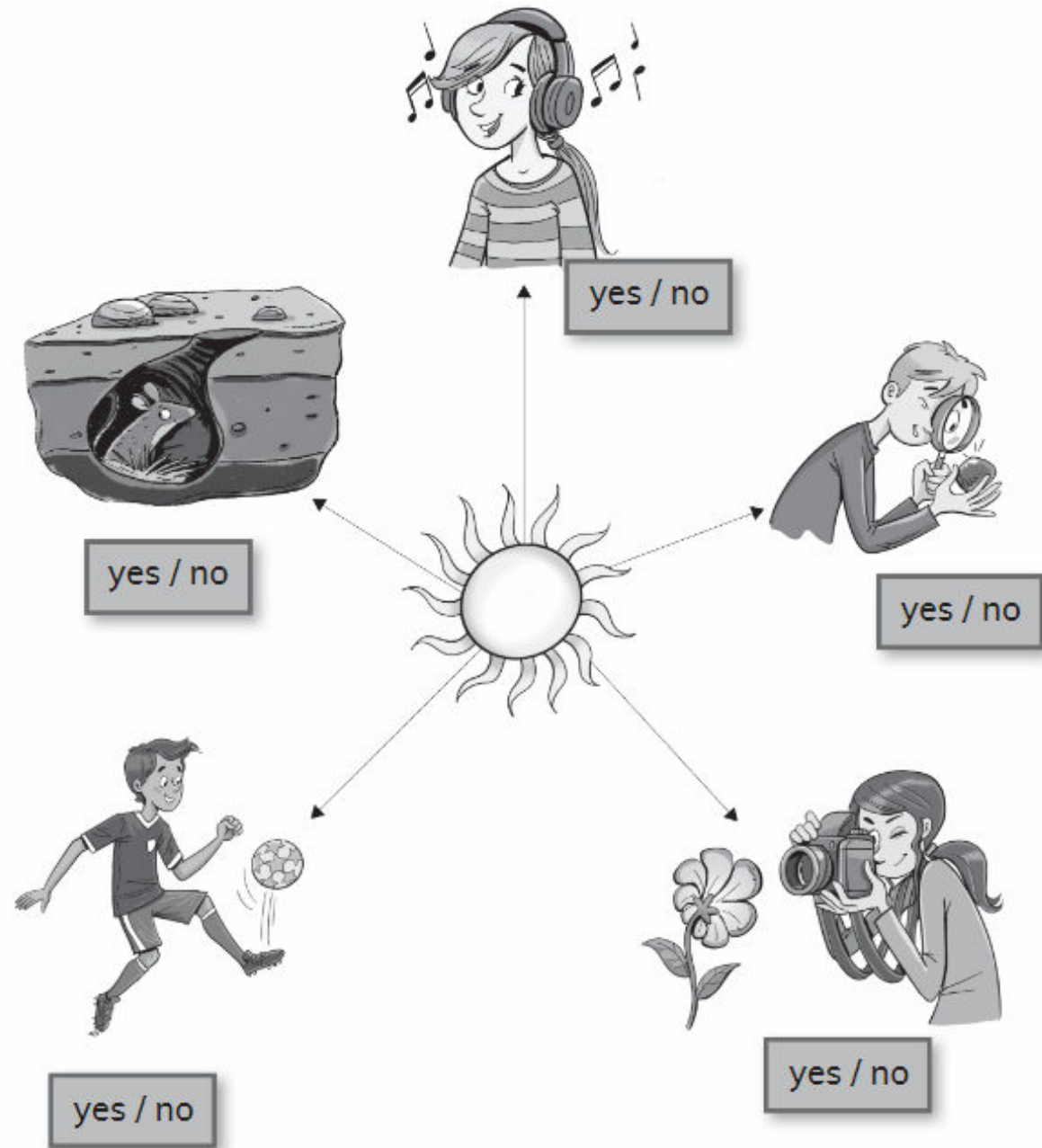
- The Earth is like a very large \_\_\_\_\_.
- The Earth is a \_\_\_\_\_.
- The surface of the Earth is made of \_\_\_\_\_.
- Some land is covered with \_\_\_\_\_.
- Earth is home to lots of \_\_\_\_\_.

## > 4.2 Heat and light from the Sun

### Focus

1 Does light from the Sun help these things?

Draw a circle around the right word, yes or no.



### Practice

2 We get heat and light from the Sun.  
Look at the picture.

Copy the right word to finish each sentence.

a Light from the Sun helps us to \_\_\_\_\_.

see warm cold hurt Sun

b Light from the Sun can \_\_\_\_\_.

see warm cold hurt our eyes

c At night there is no light from the \_\_\_\_\_.

see warm cold hurt Sun

d The Sun gives us heat to keep us \_\_\_\_\_.

see warm cold hurt Sun

e Without heat from the Sun we would be very \_\_\_\_\_.

see warm cold hurt Sun

### Challenge

3 On planet Earth the light from the Sun gives us daytime.

After our daytime we get night-time.

Zara and Marcus have a model of day and night on planet Earth.

The flashlight is the Sun.

Use these words to label the model.

day

Earth

night



4 Marcus, holding the flashlight, can only see one side of Earth.

Draw a circle around the right word in this sentence.

He can see the day side / night side of the Earth.



## > 4.3 Rocks

### Focus

- 1 Look at the two different rocks.  
Write the name of each rock below the pictures.



\_\_\_\_\_

\_\_\_\_\_

- 2 How are the rocks different?  
Which rock is harder? \_\_\_\_\_  
Which rock is smoother? \_\_\_\_\_
- 3 How are the rocks the same? Draw a **circle** around the right answers.

Both rocks are strong.

Both rocks are weak.

Both rocks are flexible.

Both rocks are rigid.

### Practice

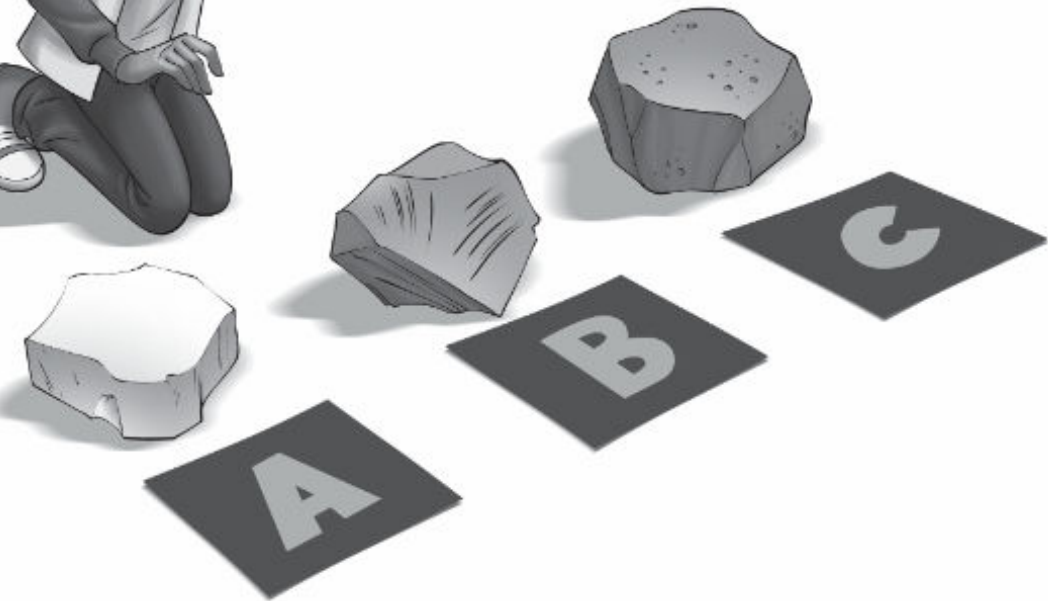
- 4 Sofia tries to scratch these rocks with a metal nail.  
She wants to name the rocks.



**Granite** – very hard with different coloured bits

**Chalk** – soft, white

**Limestone** – hard, grey



Draw a **circle** around the correct name for each rock.  
Rock A is chalk / limestone / granite.  
Rock B is chalk / limestone / granite.  
Rock C is chalk / limestone / granite.

## Challenge

5 Marcus uses a wooden stick to scratch rocks.



Coal

The coal was not scratched. The stick was badly scratched.



Sandstone

I scratched off lots of sand.



Limestone

Some rock came off. The stick was scratched a little.



Granite

The granite was not scratched. The stick broke.

Copy the right word to finish each sentence.

a The hardest rock was \_\_\_\_\_.



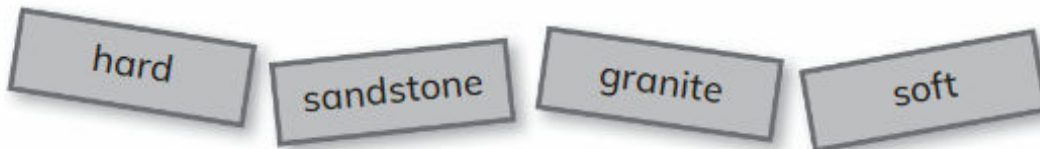
b The softest rock was \_\_\_\_\_.



c The granite broke the stick because it is \_\_\_\_\_.



d Sandstone did not damage the stick because it is \_\_\_\_\_.



## &gt; 4.4 Soil

## Focus

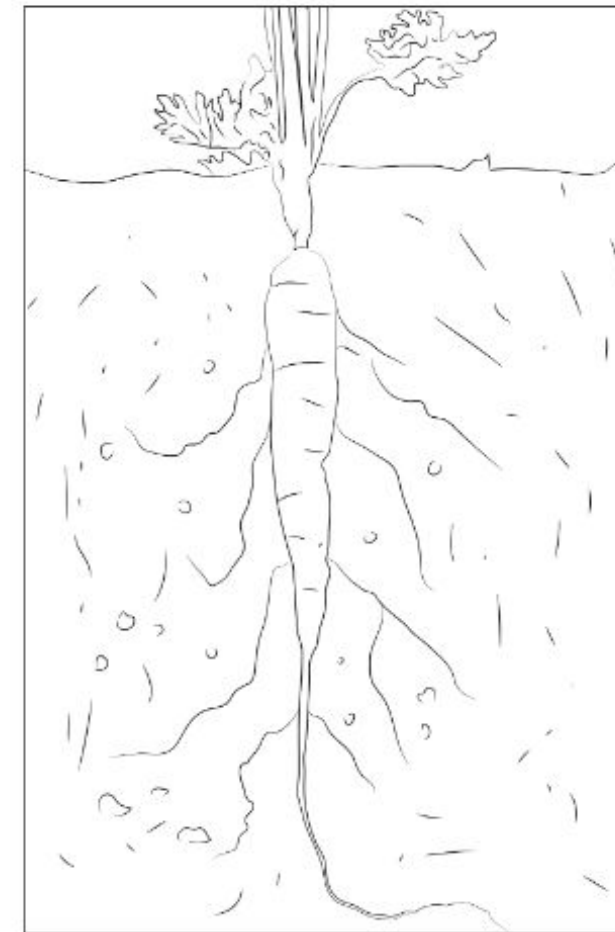
1 Look at the picture of the carrot growing in soil.

Read what the children said.

Cross out (~~cross-out~~) the things that are wrong.

Tick the things that are right.

One has been done for you.



Plants only need water.

The plants need soil to grow.

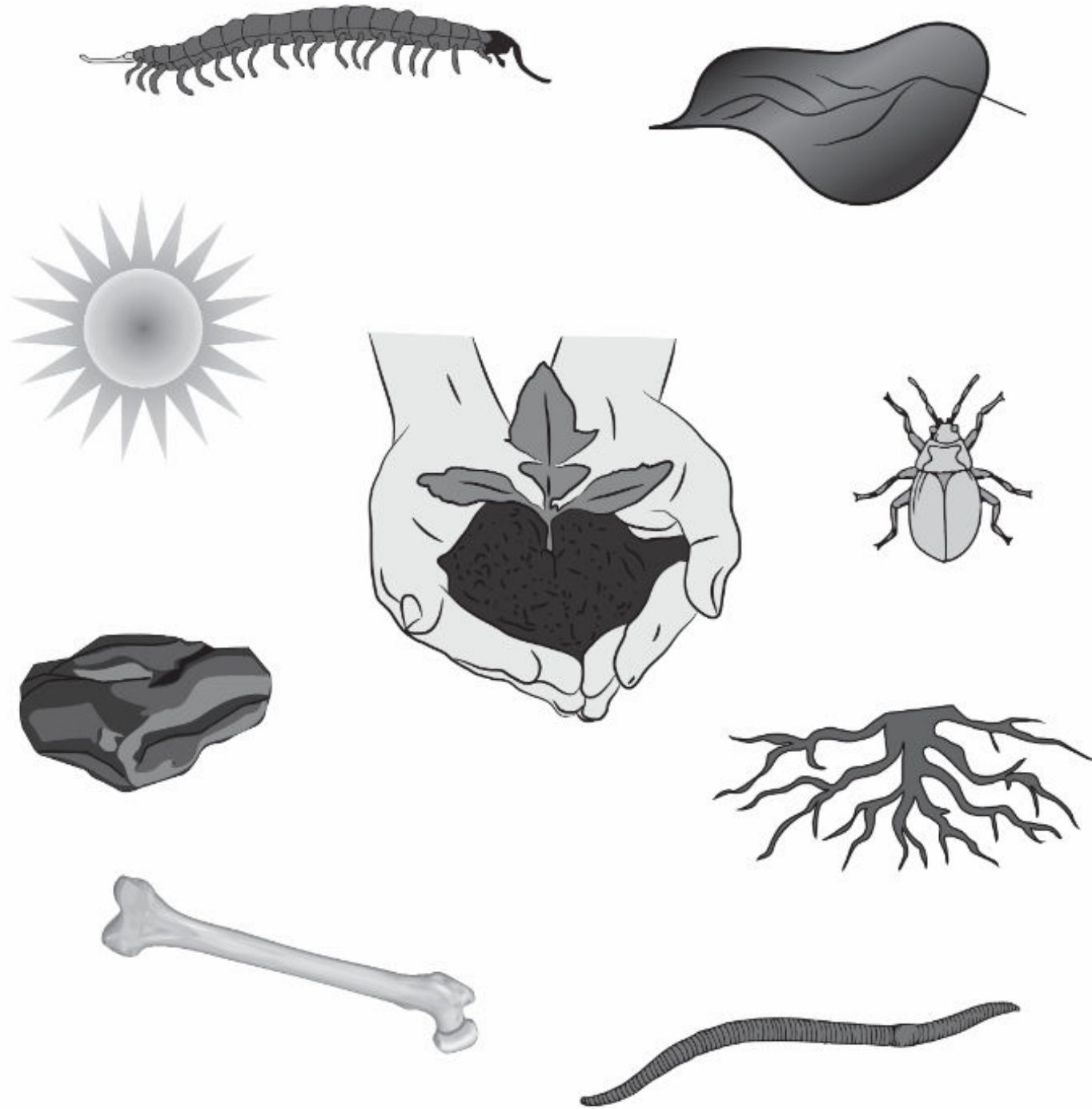
Soil is just dirt.

~~Soil is just made of rock.~~

Soil has living things growing in it.

**Practice**







- 2 Look at the eight things around the hands holding the plant.  
Draw a **circle** around the ones which you find in the soil.



**Challenge**

- 3 Arun and Marcus are looking at two different soils. One soil is from the park and the other soil is from the school garden. They record the things they found.



In soil from the park we found...	In soil from the school garden we found...
rocks 	beetle 
	dead leaf 
	bone 
	earthworm 
	rocks 

Which is the better soil?

Draw a **circle** around the correct word in this sentence.

The soil from the park / garden is better.

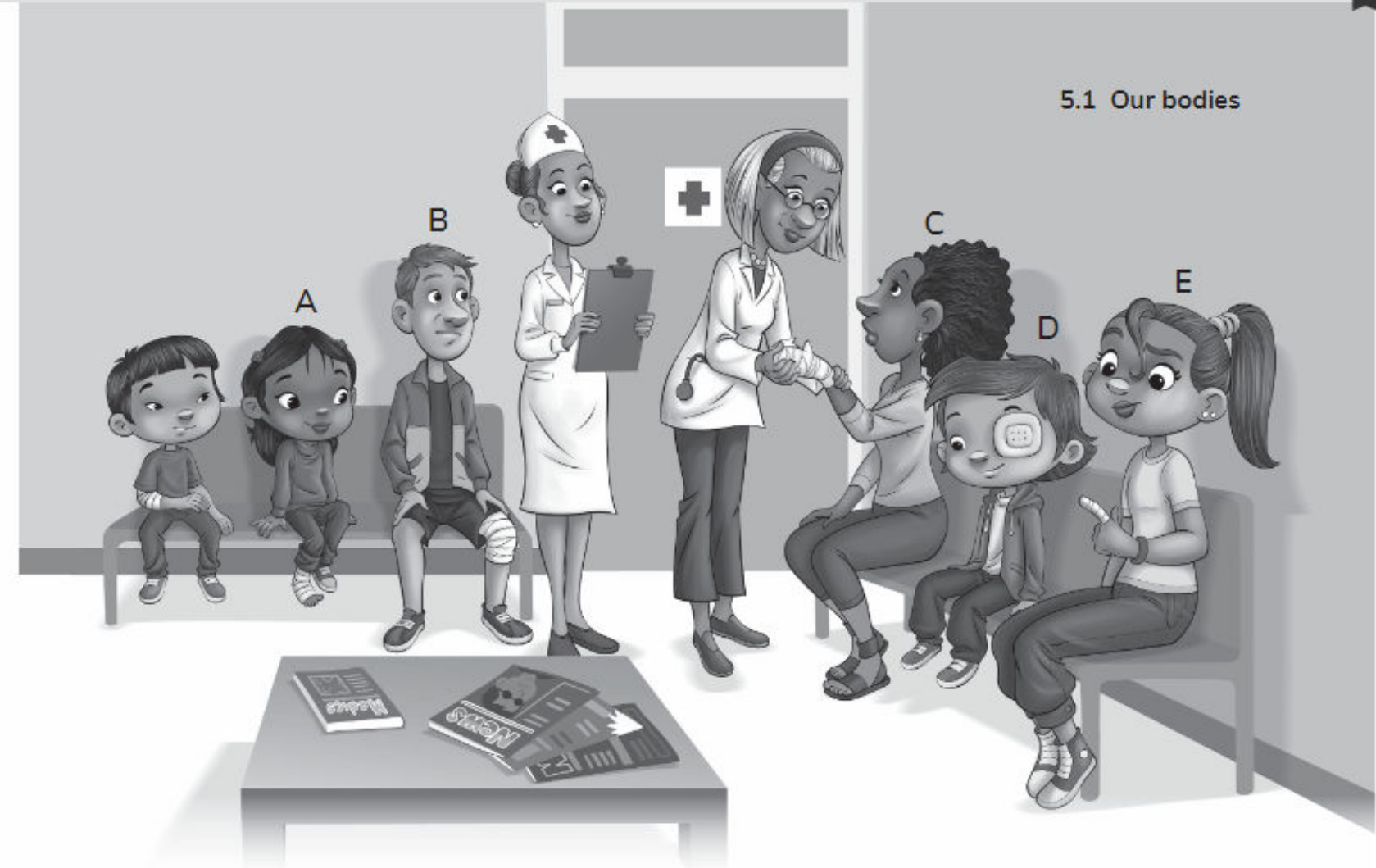
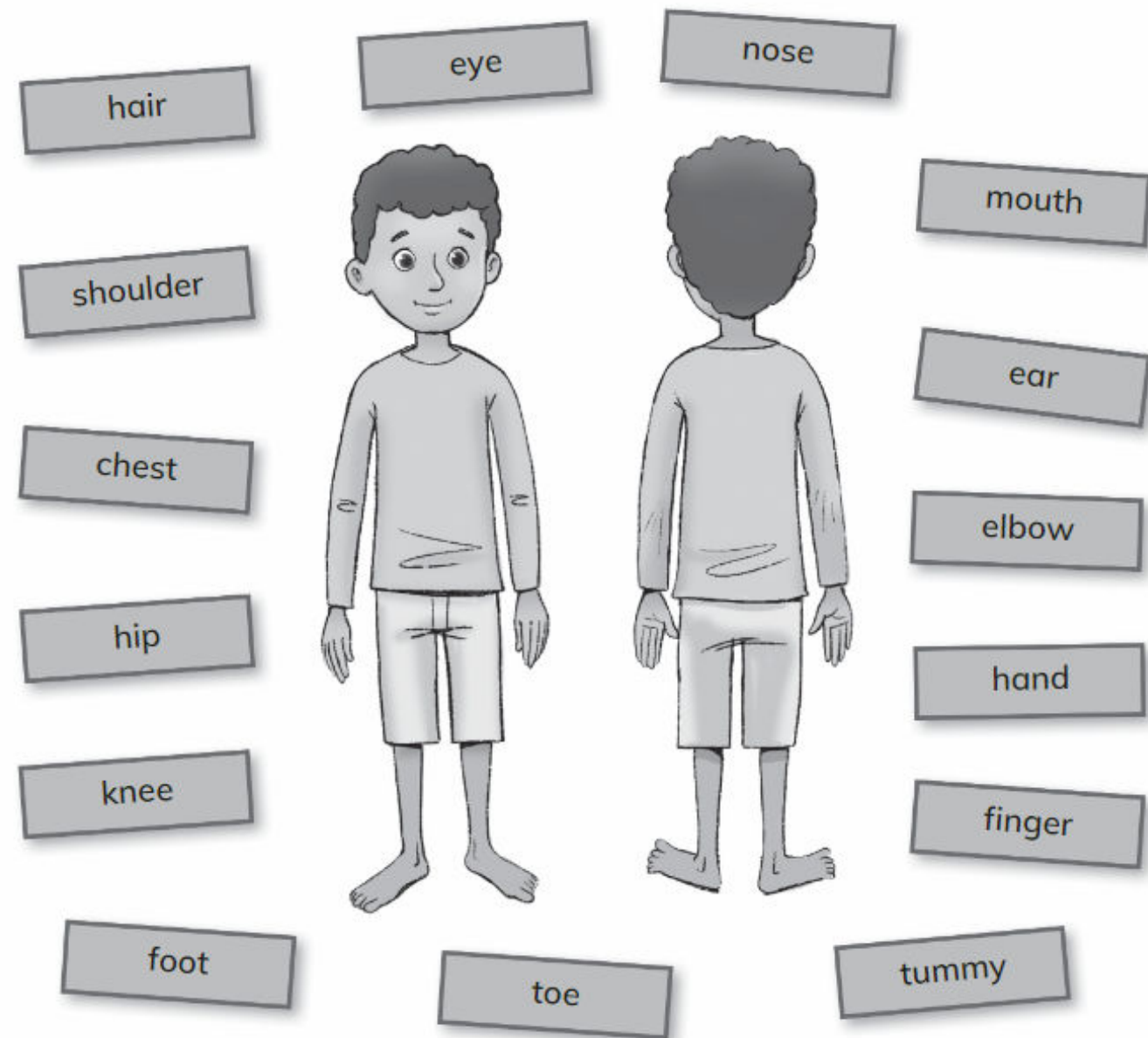
Why is this a better soil?

It is better because it has \_\_\_\_\_

## &gt; 5.1 Our bodies

## Focus

1 Draw lines from the words in boxes to label the drawing of the body.



## Practice

2 These people are hurt.

Draw a circle around the correct word to finish these sentences.  
The first one has been done for you.

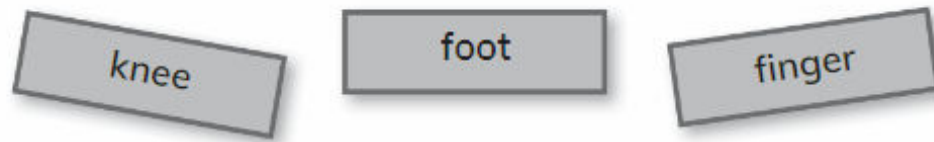
The boy next to girl A has hurt his \_\_\_\_\_.



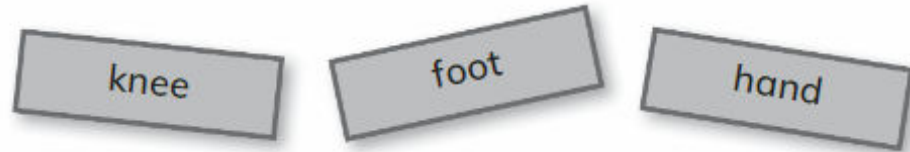
A This girl has hurt her \_\_\_\_\_.



B This man has hurt his \_\_\_\_\_.



C This woman has hurt her \_\_\_\_\_.



D This boy has hurt his \_\_\_\_\_.



E This girl has hurt her \_\_\_\_\_.



### Challenge

3 These children are comparing their feet.

Amna	Bill	Arun	Fen
Example: 8 bricks	__ bricks	__ bricks	__ bricks

Fill in the gaps in the table to show how many bricks for Bill, Arun and Fen.

Who has the longest feet?

Draw a circle around the correct answer.



Who has the shortest feet?

Draw a circle around the correct answer.



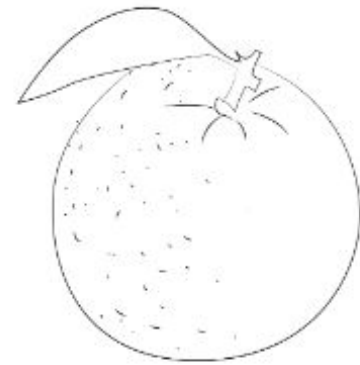
## > 5.2 Our amazing senses

### Focus

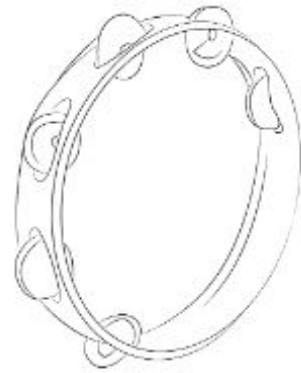
- 1 Colour in red the things you can smell.  
Colour in blue the things you can hear.



Coffee



Orange



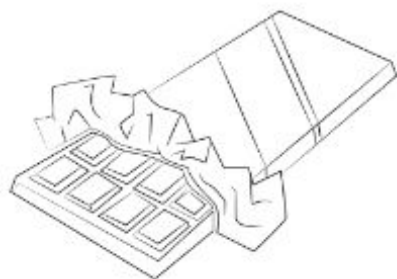
Tambourine



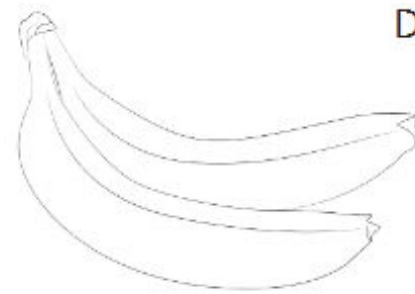
Drum



Mobile phone



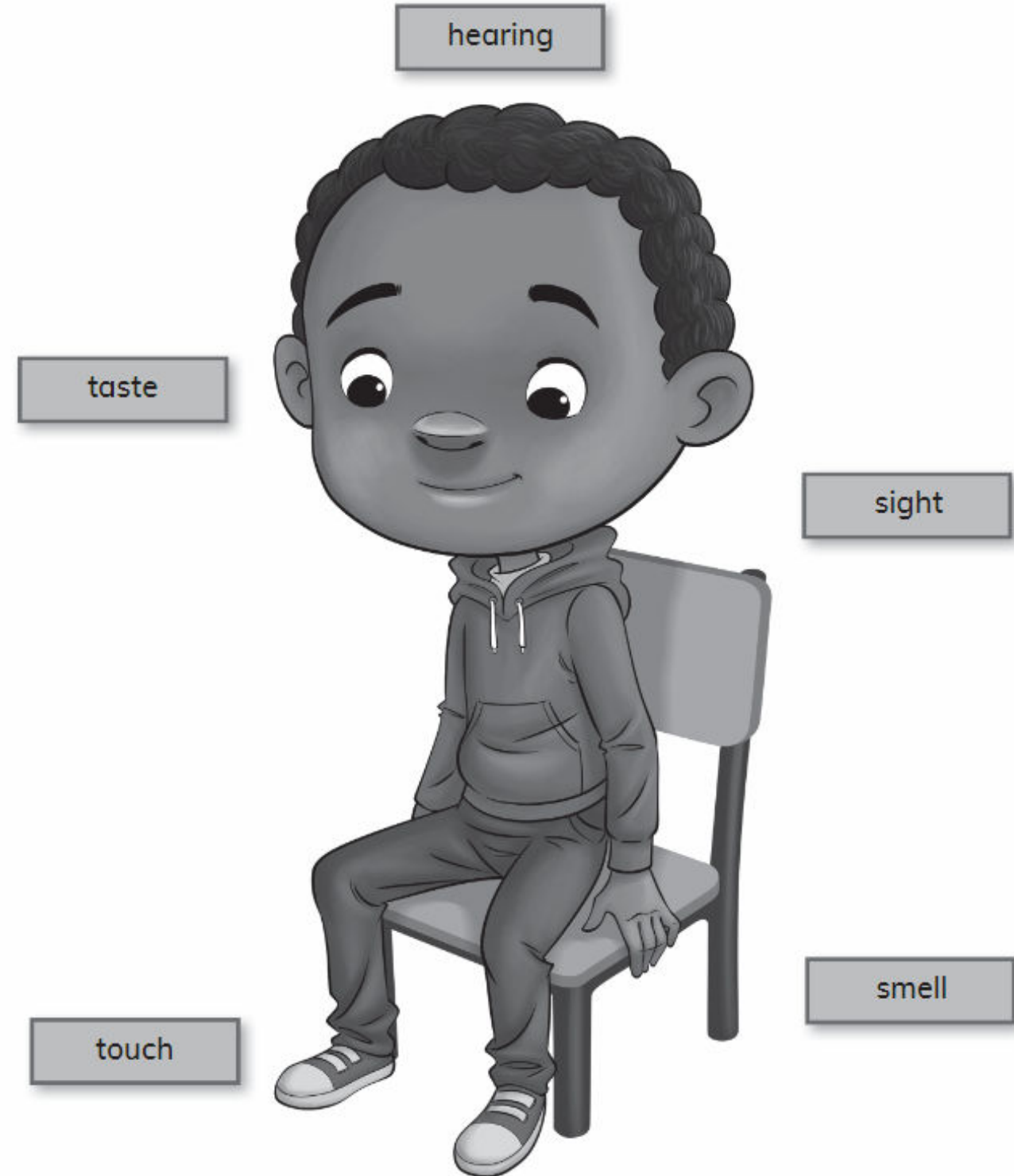
Chocolate



Banana

### Practice

- 2 Draw lines to match the senses to the right place on the picture.



3 Copy the right word to finish each sentence.

The first one has been done for you.

You touch with your skin.



a You hear with your \_\_\_\_\_.



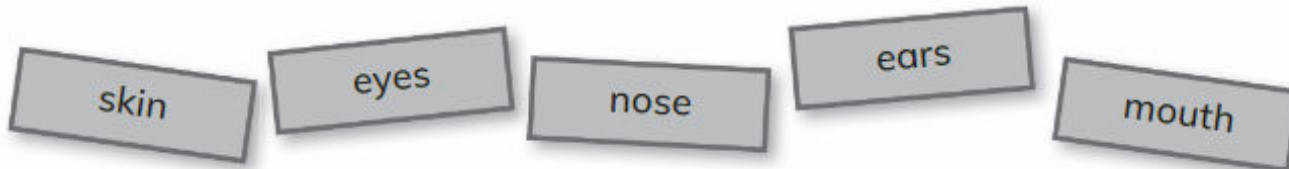
b You see with your \_\_\_\_\_.



c You taste with your \_\_\_\_\_.



d You smell with your \_\_\_\_\_.

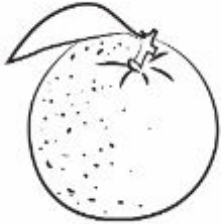







**Challenge**

4 Alex is investigating touch.

His predictions for what he touched and his results are in this table.



	A	B	C
Prediction	 orange	 book	 pencil
Result	 lemon	 book	 pen

Was he right?	Yes / <u>No</u>	Yes / No	Yes / No
---------------	-----------------	----------	----------

Draw a circle around the missing answers for columns B and C.

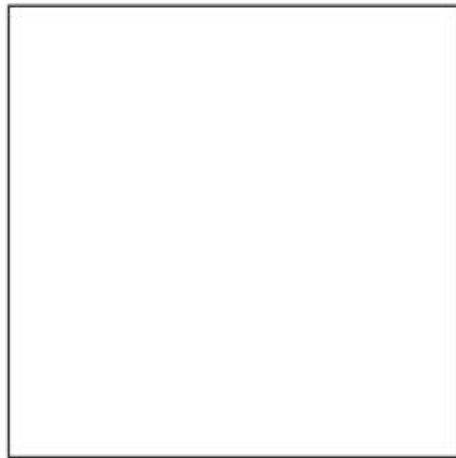
How many predictions were right? \_\_\_\_\_

How many predictions were wrong? \_\_\_\_\_

## > 5.3 Similar and different

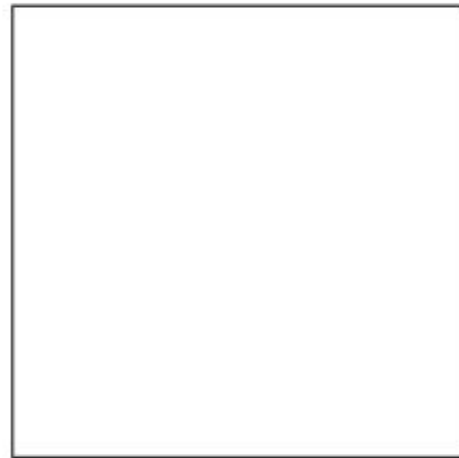
### Focus

- 1 Draw a friend in each box, then write their name in the box and on the right line.



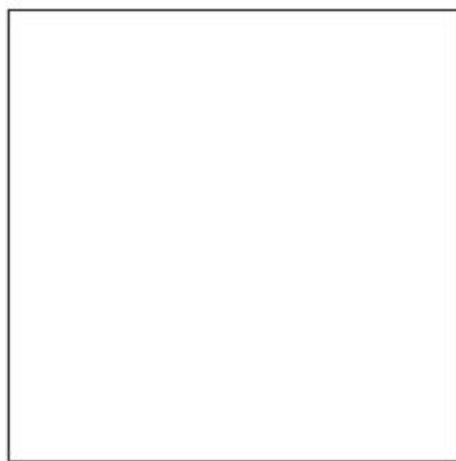
Taller than me

\_\_\_\_\_



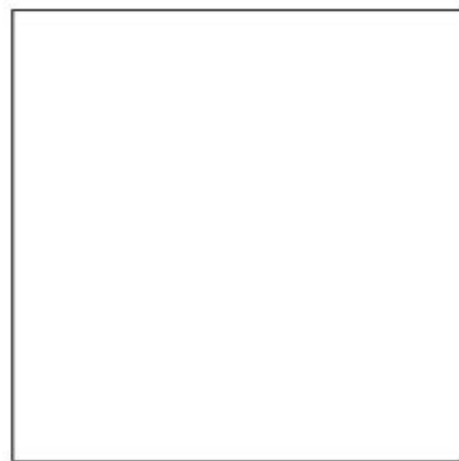
Shorter than me

\_\_\_\_\_



Same colour hair  
as me

\_\_\_\_\_



Different colour  
hair to me

\_\_\_\_\_

### Practice

- 2 Look at these children.



Are these sentences right?

Tick (✓) the right box.

The first one has been done for you.

- |                                    |   |                             |
|------------------------------------|---|-----------------------------|
| They both have arms.               | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| a They have different skin colour. | Yes <input type="checkbox"/>            | No <input type="checkbox"/> |
| b They are a different height.     | Yes <input type="checkbox"/>            | No <input type="checkbox"/> |
| c They have similar hair.          | Yes <input type="checkbox"/>            | No <input type="checkbox"/> |
| d They both have eyes.             | Yes <input type="checkbox"/>            | No <input type="checkbox"/> |
| e They are both boys.              | Yes <input type="checkbox"/>            | No <input type="checkbox"/> |



### Challenge

- 3 Put these people into groups. Write their names in the correct box.  
Some of the people will be in more than one group!



short

tall

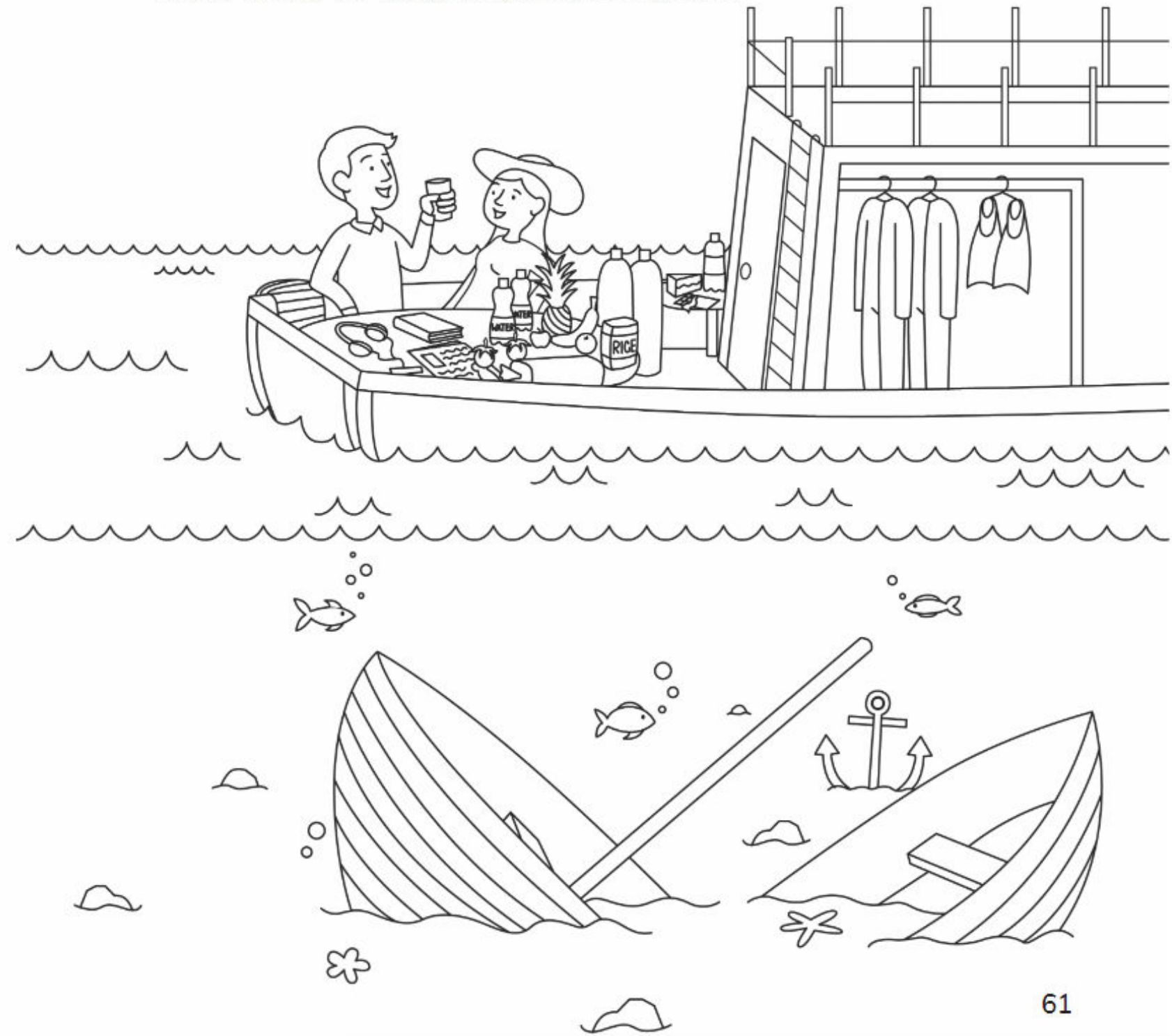
black hair

fair hair

## > 5.4 Staying alive

### Focus

- 1 Udom and Kanya are on holiday.  
Colour in only the things they need to stay alive.



## Practice

2 Which of these foods are healthy for humans?

Tick (✓) the right box.

The first one has been done for you.

Fruit



Healthy  Not healthy

a Vegetables



Healthy  Not healthy

b Cake



Healthy  Not healthy

c Eggs



Healthy  Not healthy

d Noodles



Healthy  Not healthy

e Sweets



Healthy  Not healthy

## Challenge

3 Finish these sentences.

Use these words.



- a All animals need \_\_\_\_\_.
- b All animals need \_\_\_\_\_.
- c All animals need \_\_\_\_\_.
- d Humans need these things to stay \_\_\_\_\_.
- e If you eat the wrong food you will be \_\_\_\_\_.

## > 6.1 Moving things

### Focus

- 1 The picture shows a playground.

Some people are moving.

Some people are not moving.

How are some people moving?

Colour in only the people who are moving.



### Practice

- 2 Things move all around us.

Some things have lots of moving parts.

A bicycle has lots of moving parts.

Look at this picture of Zara riding her bicycle.

Draw a circle around the moving parts of the bicycle.



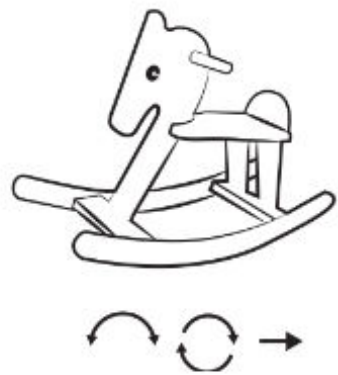
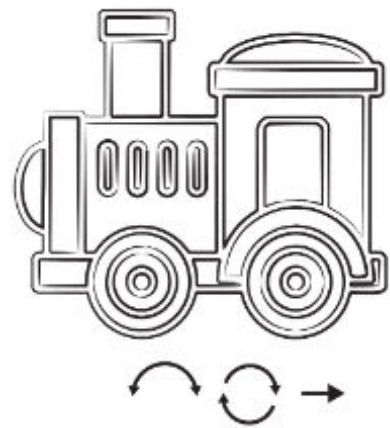
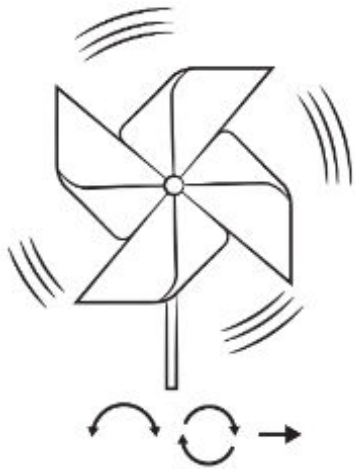
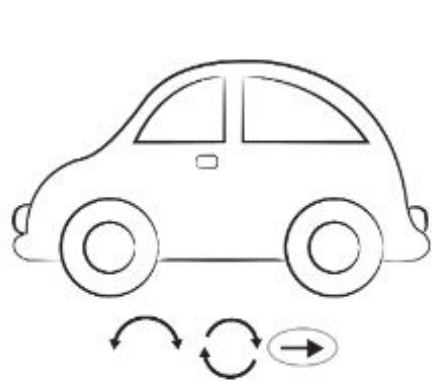
### Challenge

3 These toys all move.

Draw a **circle** around one or more of the arrows to show how each one moves.

The first one has been done for you.

**Key**  rocking  rotating  moving forwards or backwards



## > 6.2 Push and pull forces

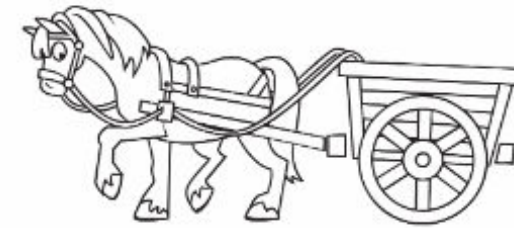
### Focus

1 We can push or pull lots of things.

Draw a **circle** around the correct word or words for each picture.



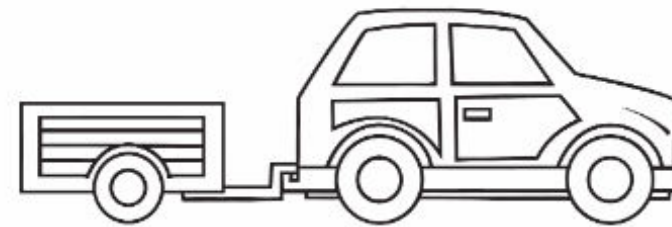
push / pull



push / pull



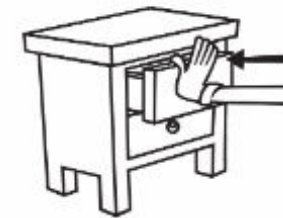
push / pull



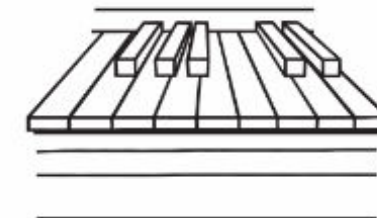
push / pull



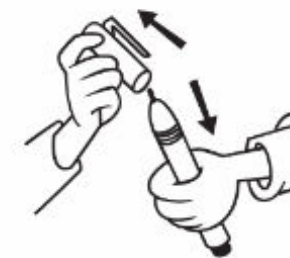
push / pull



push / pull



push / pull



push / pull



push / pull

**Practice**

- 2 Think about all the things you move when at home and at school.  
Think of things you have pushed and things you have pulled.  
Draw pictures of three things that move when you push them.



Draw pictures of three things that move when you pull them.

**Challenge**

- 3 This is an arrow: →

Draw arrows on the pictures to show pushes.

- a Show the push that the boy gives to the ball.  
b Show the push that the girl gives to the ball.



4 Use the pictures to help you to complete the sentences.

Copy the right word to finish each sentence.

a The boy pushes the ball with his \_\_\_\_\_.



b The girl pushes the ball with her \_\_\_\_\_.



c They can make the ball go faster by pushing it \_\_\_\_\_.



d They can make it go slowly with a \_\_\_\_\_.



Think about how you push next time you play with a ball.

## > 6.3 Making things move

### Focus

1 Some things need a little push or pull force.

Some things need a big push or pull force.

Draw a circle around the biggest push.



Draw a circle around the biggest pull.















## Practice

2 All these things move.

Some are pushed by hand. Some are moved by electricity.

Draw a circle around the right word for each picture in the table.

	hand / electric		hand / electric
	hand / electric		hand / electric
	hand / electric		hand / electric
	hand / electric		hand / electric
	hand / electric		hand / electric
	hand / electric		hand / electric

## Challenge

3 Sofia gives a big push and the ball goes a long way.











Look at the table below.

With a big push, will the car or ball go a long way or a short way?

With a small push, will the car or ball go a long way or a short way?

In the table draw a circle around 'a long way' or 'a short way'.

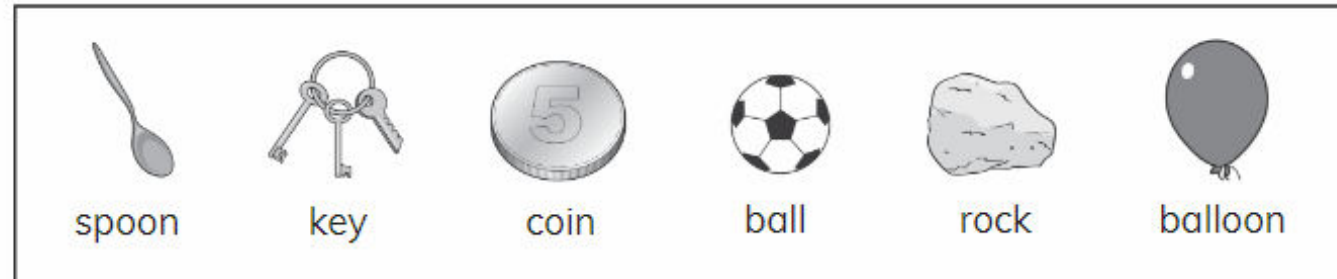
			
			
a long way	a long way	a long way	a long way
a short way	a short way	a short way	a short way

## > 6.4 Floating and sinking

### Focus

- Some things float.  
Some things sink.  
Make a prediction about each of the things below. Will they float or sink?  
Draw each thing in the right box to show your prediction.

Will it float or sink?



I predict these will float

I predict these will sink

### Practice

- You can change the shape of some things that don't float.  
You can change them so that they float.

Look at these clay shapes.

Draw a circle around the shapes that will float.

Put a cross (X) on the shapes that will sink.



Draw another shape that will sink.

Draw another shape that will float.

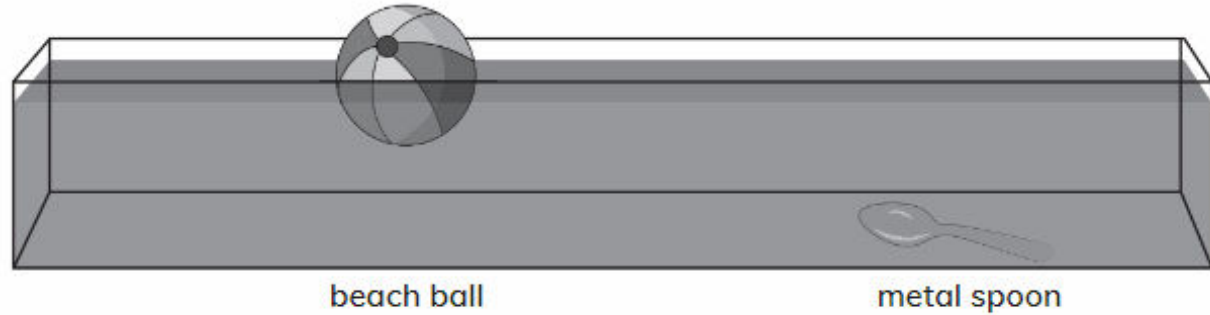


**Challenge**

3 Look at the picture.

The metal spoon sinks.

The beach ball floats high in the water.



beach ball

metal spoon

Now look at these things.



Some things float high in the water.

Some float lower or sink.

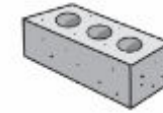
- Predict which will float high and which will float lower.
- Draw these things in the tray of water floating high or low.
- Draw the thing that sinks in the tray of water.

**> 6.5 Magnets can pull****Focus**

- Some materials are magnetic.  
Many materials are not magnetic.  
Group the magnetic materials together.  
Group the non-magnetic materials together.



metal keys



brick



wood



cotton

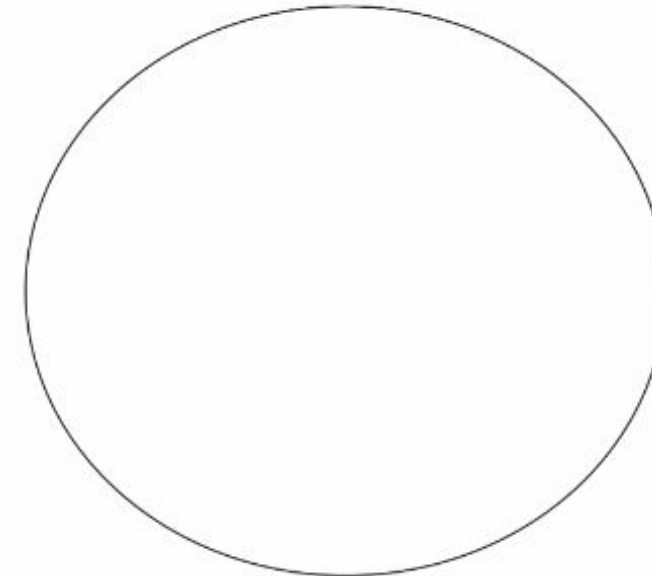


paper

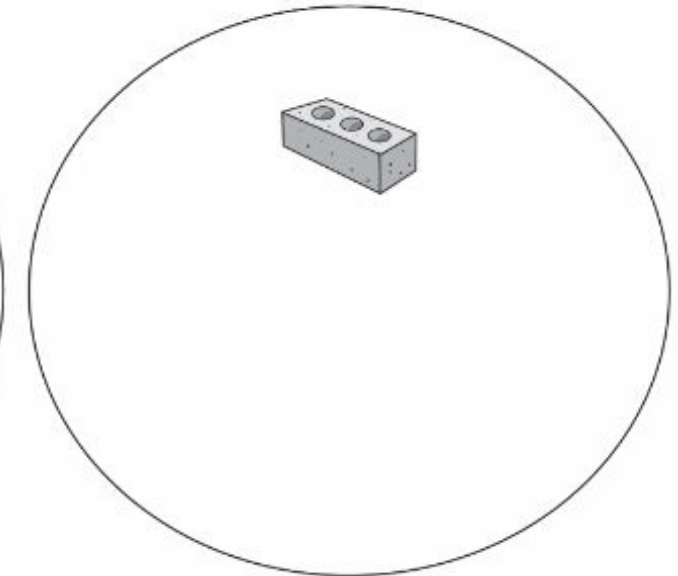


metal nail

Draw the objects in the right group below.



magnetic materials



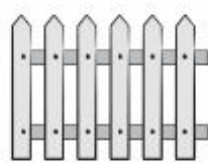




non-magnetic materials

## Practice

2 Depal tests materials with a magnet.

Complete his table.

Draw a **circle** around the correct word in each case.

Object	Material	Magnetic or non-magnetic
	wood	magnetic / <b>non-magnetic</b>
	metal	magnetic / non-magnetic
	plastic	magnetic / non-magnetic
	paper	magnetic / non-magnetic
	metal	magnetic / non-magnetic

3 Draw a **circle** around the material that is magnetic.

paper

metal

wood

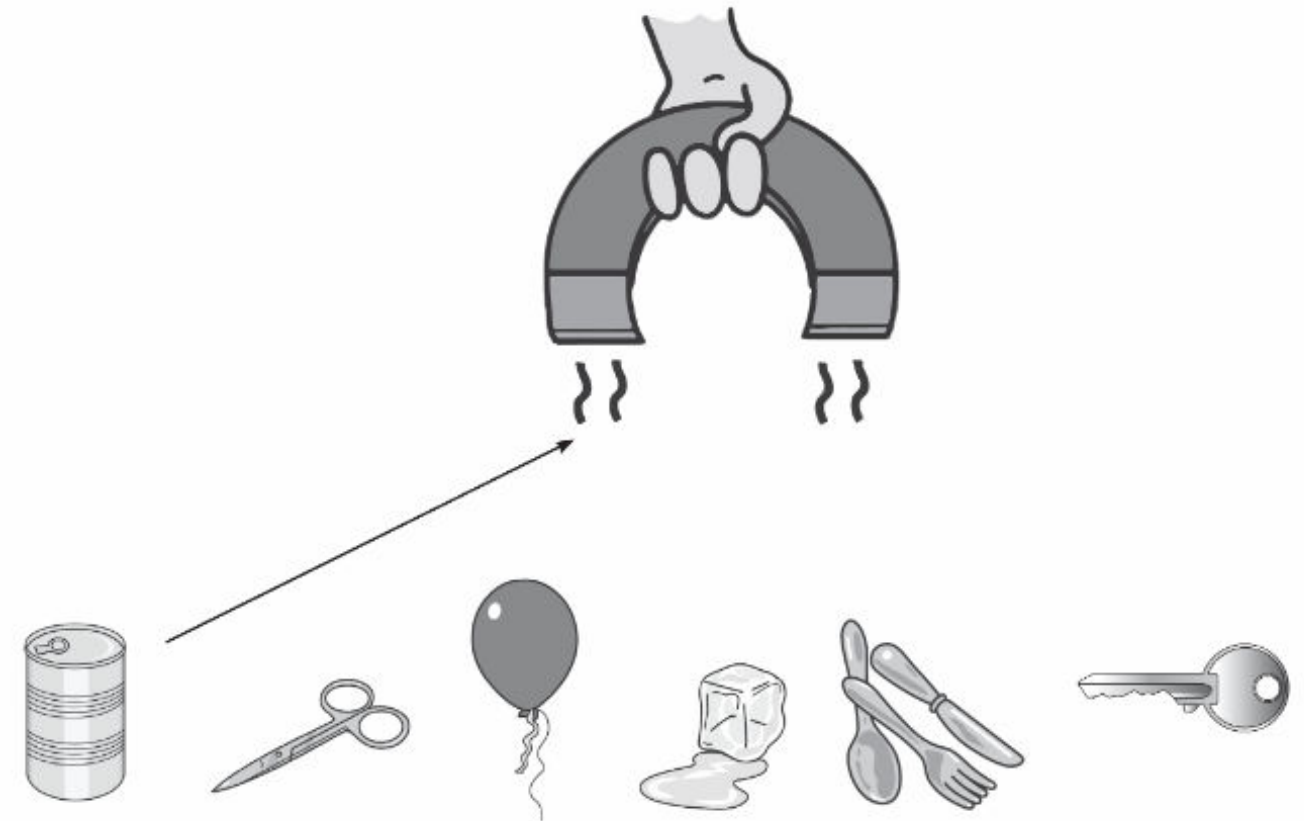
plastic

## Challenge

4 Magnets pull magnetic materials towards them.

Look at the pictures. Some materials are magnetic and other materials are non-magnetic.

Draw arrows to show the pulling force on the magnetic materials.



Why does the magnet not pull on the rubber balloon?

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University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

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Information on this title: [www.cambridge.org/9781108742733](http://www.cambridge.org/9781108742733)

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First published 2014

Second edition 2021

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-108-74273-3 Paperback with Digital Access (1 Year)

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