



KS1 Solids, liquids and gases (Chemistry)

Working Scientifically Focus: Setting up tests and enquiries



Prior learning: Materials

EYFS • Explore the natural world around them. • Describe what they see, hear and feel whilst outside.

Year 1 • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 2 • Identify and compare the suitability of a variety of everyday materials for particular uses.

During STEM week, we are learning to:

- Understand what solids, liquids and gases are.
- Investigate and understand how bubbles are formed.
- Set up tests and enquiries to answer a question.
- Use data, statistics and measurement to present our findings.



Key Vocabulary:

states of matter

The different forms that materials takes.

gases

Matter that has no fixed shape or volume.

liquids

Matter that flows and takes the shape of their container but has a fixed volume.

solids

Matter that has a fixed shape and volume.

molecules

Two or more atoms (tiny particles) joined together. They can be found in all three states of matter.

mixture

Two or more different things are combined together but keep their own properties.

surface tension

The force that makes the surface of a liquid behave like a stretchy skin.

cohesion

The force that holds molecules of the same substance together.

How far can a bubble float?

Can you make a bubble bounce?

EYES

Doing Simple Tests: We are learning to use tools and materials to find answers to our questions. We are learning to compare and test different objects and materials. We will start to sort and group things based on our own ideas.

Identifying and classifying. Begin to use observations and testing to compare objects and materials. Begin to sort and group these things, identifying their own criteria for sorting. Begin to use simple secondary sources (such as identification sheets).

sorting Year 2

Performing simple tests. Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. Conduct tests to classify, comparative tests, pattern seeking enquiries, and make observations over time.

Identifying and classifying. Use observations and testing to compare objects, materials and living things. Sort and group these things, identifying their own criteria for sorting. Use simple secondary sources (such as identification sheets) to name living things. Describe the characteristics used to identify a living thing.