

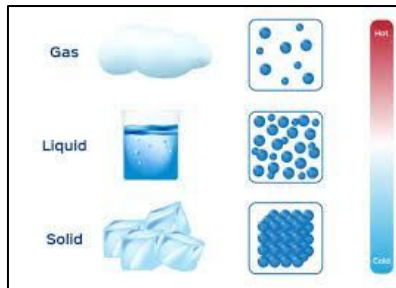
### Prior learning:

#### Year 1

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials.
- 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 properties.
- Identify and compare the suitability of a variety of everyday materials.

#### Year 2

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



### Key Vocabulary:

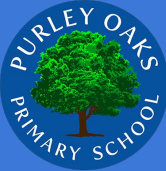
<b>solid</b>	A solid is a substance where all the particles are tightly packed together.
<b>liquid</b>	A liquid is a substance which can adapt to a container but particles are close but also have space between them.
<b>gas</b>	A gas is a substance that contains free particles.
<b>freezing</b>	Is when a liquid turns into a solid.
<b>melting</b>	Is when a solid turns into a liquid.
<b>melting point</b>	The temperature in which melting occurs.
<b>boiling point</b>	The temperature in which evaporation occurs.
<b>evaporation</b>	When a liquid turns into a gas.
<b>condensation</b>	When a gas turns into a liquid.

### In this topic, we are learning to:

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ ).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## Questions you will know the answers to...

- What can a solid do that a liquid or gas cannot?
- What can a liquid do that a solid or gas cannot?
- What happens when a liquid is cooled?
- What happens when a solid is heated?



## Working Scientifically Assessment Focus:

### SETTING UP TESTS AND ENQUIRIES

- Set up simple practical enquiries, comparative and fair tests.
- The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.
- They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.

### RECORDING DATA

- Gather, record, classify and present data in a variety of ways to help answer questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- The children sometimes decide how to record and present evidence.
- Record observation e.g., using photographs, videos, pictures, labelled diagrams or writing.
- Record measurements e.g., using tables, tally charts and bar charts (given templates, if required, to which they can add headings).
- Record classifications e.g., using tables, Venn diagrams, Carroll diagrams.
- Children are supported to present the same data in different ways to help with answering the question.