






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	5	Spring	Properties and changes of materials		
National Curriculum Programme of Study	<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 				
Prior Learning	<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials) • 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. (Y3 - Forces and magnets) • Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter) • 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 (°C). (Y4 - States of matter) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4 - States of matter) 				
Future Learning	<ul style="list-style-type: none"> • Chemical reactions as the rearrangement of atoms. (KS3) • Representing chemical reactions using formulae and using equations. (KS3) • Combustion, thermal decomposition, oxidation and displacement reactions. (KS3) • Defining acids and alkalis in terms of neutralisation reactions. (KS3) • The pH scale for measuring acidity/alkalinity; and indicators. (KS3) 				
Links to other subjects	PSHE				
Enrichment	Feely bags – describe what you can feel to a friend to see if they can decipher what it is.				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	Which type of sugar dissolves the fastest?	Can you group these materials based on whether they are transparent or not?	How does a container of saltwater change over time?	Do all stretchy materials stretch in the same way?	What are microplastics and why are they harming the planet?

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Working Scientifically Assessment Focus	<p>Plan: Ask questions and plan enquiry Working Scientifically: Plan: Plan a scientific enquiry to answer a question recognising & controlling variables Assessment Focus</p> <ul style="list-style-type: none"> • Can children plan a fair test to investigate factors affecting the speed at which solids dissolve in water?
Sticky vocabulary	<p>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material Working scientifically vocabulary: variables, relationship, scatter graphs, precision, accuracy.</p>
End points	<ul style="list-style-type: none"> • Materials have different uses depending on their properties and state (liquid, solid, gas). • Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. • Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. • Mixtures can be separated by filtering, sieving and evaporation. • Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.