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| Forces | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| **WALT understand materials properties and their uses** | **WALT understand what thermal conductors and insulators are**  **WALT understand how to plan an enquiry, controlling variables where necessary.** | **WALT understand the difference between melting and dissolving.**  **WALT use appropriate techniques to carry out a solubility Investigation.** | **WALT To use knowledge of solids, liquids and**  **gases to decide how mixtures and solutions might be separated and to report our findings scientifically.** | **WALT understand the term irreversible change by using appropriate techniques to investigate.** | **POP quiz** |
| Key Vocabulary | | | | | |
| Conductor, dissolve, evaporation, flexible, synthetic, natural, gas, insulator, irreversible, liquid, magnetic, material, opaque, reversible, soluble, solid, thermal, solution, mixture, sieve, fair test, variable, controlled. | | | | | |
| Milestone Indicator | | | | | |
| * *Plan enquiries, including recognising and controlling variables where necessary.* * *Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.* * *Take measurements, using a range of scientific equipment, with increasing accuracy and precision.* * *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.* * *Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.* * *Present findings in written form, displays and other presentations.* * *Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.*   *• Understand how 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, oxidisation and the action of acid on bicarbonate of soda.* | | | | | |