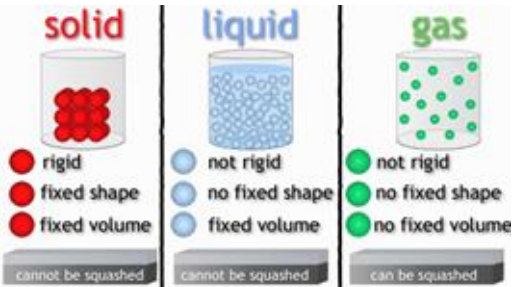
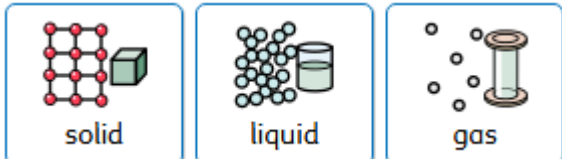
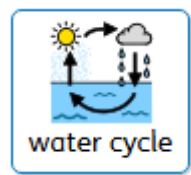
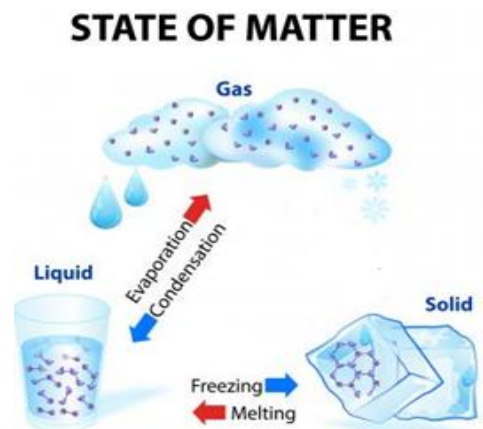
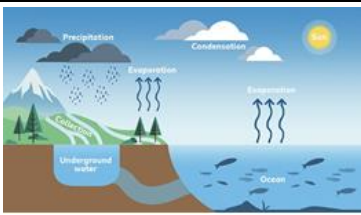


| Year 4 States of Matter (Chemistry)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                       |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                       |                                                                                                                       |                                                                                                                                 |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Crucial Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                       | Important images                                                                                             | Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |                                                                                                                       |                                                                                                                                 |                                                                                                                             |
| <p>A <b>solid</b> is made up of particles held together tightly with strong bonds which means they can be held, keep its shape and have a fixed volume.</p> <p>A <b>liquid</b> is made up of particles that are held together but not as tightly as a solid. This means they have a fixed volume but changes in shape to fit the container.</p> <p>A <b>liquid</b> can be poured and keeps a level, horizontal surface.</p> <p>A <b>gas</b> fills all available space; it has no fixed shape or volume.</p>                                                                                                                                                           |                                                                                                                       |                            | <br><br>                                                                                                                                                                                                                                                                          |                                                                                                                                       |                                                                                                                       |                                                                                                                                 |                                                                                                                             |
| <p><b>Melting</b> is a <b>state change</b> from <b>solid</b> to <b>liquid</b>.<br/><b>Freezing</b> is a <b>state change</b> from <b>liquid</b> to <b>solid</b>.<br/><b>Boiling</b> is a <b>state change</b> from <b>liquid</b> to <b>gas</b>.<br/><b>Evaporation</b> is the same state change as boiling (<b>liquid to gas</b>), but it happens slowly at lower temperatures and only at the surface of the liquid.<br/><b>Heating</b> a liquid will increase the rate at which it evaporates.<br/><b>Condensation</b> is the change back from a gas to a liquid caused by cooling.<br/>Changing state happens at different temperatures for different materials.</p> |                                                                                                                       |                            | <p><b>Key Concepts</b></p> <p><b>Materials - Year 3 understanding</b><br/>Materials are what objects are made of. Materials all have different properties which means they are suitable for different purposes. We can compare and group rocks and soils based on their appearance and physical properties.</p> <p><b>Materials - Year 4 understanding</b><br/>We can compare and group together materials according to whether they are a solid, liquid or gas. We can change the state of some materials by heating or cooling them.</p> |                                                                                                                                       |                                                                                                                       |                                                                                                                                 |                                                                                                                             |
| <p>The <b>water cycles</b> involves changes of state include evaporation and condensation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                       |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                       |                                                                                                                       |                                                                                                                                 |                                                                                                                             |
| Crucial Skills (Working Scientifically Skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                       |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                       |                                                                                                                       |                                                                                                                                 |                                                                                                                             |
| <br>present data<br>in different<br>ways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <br>sort using<br>Venn<br>diagrams | <br>read a<br>thermometer | <br>read scales<br>marked in<br>10s                                                                                                                                                                                                                                                                                                                                                                                                                    | <br>make careful<br>observation<br>for labelling | <br>design a<br>results<br>table | <br>measure to<br>the nearest<br>mm and oC | <br>use data to<br>answer<br>questions |

