

States of Matter

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Distinguish between an object and the material from which it is made. | | | | | |
| Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. | | | | | |
| 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 physical properties. | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | | Compare and group materials together, according to whether they are solids, liquids or gases | 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 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic | |
| | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | | | |
| | | | 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) | | Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Demonstrate that dissolving, mixing and changes of state are reversible changes |
| | | | Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | |
| | | | | Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | |