## Year 5 - The Science of States - 2 half terms



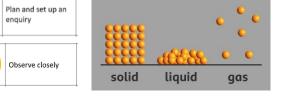
Prior Learning: Children should be able to identify solids, liquids or gases and should know that some materials change state when they are heated or cooled

Concept: Materials

In this unit we will discover all about the properties of various

materials.

Working scientifically:



# 4. Investigate how materials can be separated (evaporation)

In this lesson we are going to investigate how to separate a solid which has been dissolved in a liquid. We will make a prediction carry out our ( the next week Plan and set up an

## How to separate materials (filtering and sieving)

In this lesson we will be using filtering and sieving methods of separating some materials. We will use a sieve and colander to do this. We will do an experiment to separate plastic, rice and flour - what will we need?



Materials can be separated in different ways



#### To investigate how materials can be separated

In this lesson we will observe the results of our experiment from last week and write up the results from it. Were our predictions correct?

Some materials can be separated from solutions by evaporation.

## 2. How to separate materials with magnets

Today we will learn how to separate different metals- using magnetism! Use your learning from last week- set up an experiment to test the different metals you have for magnetism. Video: https://www.bbc.co.uk/bitesize/clips/zcntsbk



Plan and set up an



That separation using magnets is used every day life

## Reversible and irreversible changes

In this lesson we are learning about what makes a change to a material reversible or irreversible. We will look at some everyday reversible and irreversible reactions and then use our knowledge to sort them correctly.



Some reactions cannot be reversed



## How can solids change?

In this lesson we will learn the scientific vocabulary about changing solids, Then we will carry out a fair test to test the solubility of some everyday substances. Fair test video:

https://www.bbc.co.uk/bitesize/topics/z2ddmp3/articles/zpctrwx







