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| **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Learning Objectives** | | | |  |  |
| I can compare materials according to their  properties | I can investigate thermal conductors and insulators. | I can investigate which electrical conductors make a  bulb shine brightest. | I can investigate materials which will dissolve | I can use different processes to separate mixtures of materials. | I can identify and explain irreversible chemical changes |
| **Knowledge Goals**  Compare and group together everyday materials on  the basis of their properties, including their hardness,  transparency and response to magnets by sorting and  classifying materials according to their properties. | **Knowledge Goals**  Give reasons, based on evidence from comparative and  Fair tests, for the particular uses of everyday materials,  including metals, wood and plastic by investigating thermal  conductors and insulators.  Compare and group together everyday materials on the  Basis of their thermal conductivity by investigating thermal  Conductors and insulators. | **Knowledge Goals**  Identify electrical conductors and insulators.  Explain that some materials are better conductors than others.  Plan and carry out an investigation to find the best electrical conductor. | **Knowledge Goals**  Describe dissolving.  Explain the difference between melting and dissolving.  Identify materials which will dissolve in water.  Investigate factors which affect the speed of dissolving  **Scientific Skills**  choose the most appropriate equipment to make measurements and explain how to use it accurately;  take measurements using a range of scientific equipment with increasing accuracy and precision;  make careful and focused observations;  know the importance of taking repeat readings and take repeat readings where appropriate | **Knowledge Goals**  Identify different ways materials can be mixed together.  Use sieving, filtering, evaporating and other processes to separate mixtures of materials.  Know when to use which processes to separate mixtures | **Knowledge Goals**  Identify irreversible chemical changes.  Explain irreversible chemical changes.  Describe the new materials created in irreversible chemical changes. |