

Subject: Science	Year group: Year 4	Topic: States of Matter	Initiation & activation activities:
Prior knowledge required: <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		Vocabulary:	
Programme of Study	Implementation:	Impact –lesson sequence	Evaluations and assessments
Pupils should be taught to: <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> • Can they compare and group materials together, according to whether they are solids, liquids or gases? • Can they explain what happens to materials when they are heated or cooled? • Can they measure or research the temperature at which different materials change state in degrees Celsius? • Can they use measurements to explain changes to the state of water? • Can they identify the part that evaporation and condensation has in the water cycle? • Can they associate the rate of evaporation with temperature? • GD - • Can they group and classify a variety of materials according to the impact of temperature on them? • Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? • Can they relate temperature to change of state of materials? 		