

Christ Church CE Primary School

Science Assessment

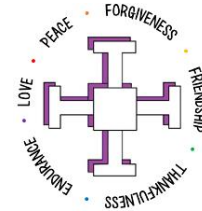
'Train up a child in the way they should go and when they are old, they will not depart from it.'

Proverbs 22:6

<p>Upper KS 2 Y5/6</p>	<p>Unit: <i>Properties and Changes of Materials.</i></p>
	<p><u>Core Curriculum Content:</u> <i>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</i></p> <p><i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</i></p> <p><i>Demonstrate that dissolving, mixing and changes of state are reversible changes</i></p> <p><i>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</i></p>
<p>Knowledge and understanding</p>	<p><u>Expected</u></p> <p><i>Test and sort a range of materials based on their physical properties.</i></p> <p><i>Describe how some materials, e.g. sugar, will dissolve and can be retrieved.</i></p> <p><i>Justify separation techniques proposed, with reference to materials being separated.</i></p> <p><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials e.g. plastics for bottles, metals for tools.</i></p> <p><i>Show how the original materials can be retrieved from each of these changes.</i></p> <div data-bbox="1369 1308 1455 1442" style="float: right;"> </div>

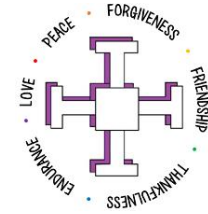
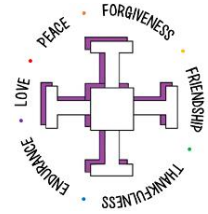


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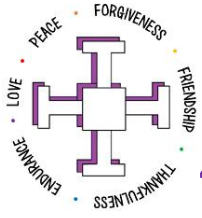
	Identify reactants and products of chemical changes and recognise these as being irreversible.
Pupils	



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<p>Knowledge and understanding</p>	<p>Working Towards</p>  <p>Compare and group together everyday materials on the basis of their appearance and feel.</p> <p>Know that some materials will dissolve in liquid to form a solution.</p> <p>Suggest how mixtures might be separated.</p> <p>Identify some reasons for the particular uses of everyday materials e.g. plastics for bottles or metal for a spade.</p> <p>Understand that some processes are reversible.</p> <p>Understand that burning is irreversible.</p>	<p>Greater Depth</p>  <p>Suggest why those properties might influence the selection of those materials for certain uses.</p> <p>Identify that some soluble materials are more soluble than others.</p> <p>Explain why a particular separation method might be more effective.</p> <p>Use evidence to suggest further comparative or fair tests that would develop the investigation, e.g. provide reasons for the particular uses of everyday materials.</p> <p>Classify various processes relating to materials as reversible or irreversible.</p> <p>Provide examples of when changes being irreversible are a good thing, e.g. making bricks, or not, e.g. nonbiodegradable plastic bags.</p>
<p>Pupils</p>		
<p><i>Pupils with additional needs have made the following responses</i></p> <p>Compare and group together everyday materials on the basis of their appearance and feel, with help.</p> <p>Beginning to know that some materials will dissolve in liquid to form a solution. Suggest how mixtures might be separated, with help.</p> <p>Beginning to understand that some processes are reversible.</p>		



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Identify some reasons for the particular uses of everyday materials e.g. plastics for bottles or metal for a spade

Understand that some processes are reversible with help.

Begin to understand that burning is irreversible.