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| ***Words to know and spell (Tier 2 Vocabulary)*** | | |
| Absorbent | Fabric | Heat |
| Glass | Man-made | Metal |
| Natural | Opaque | Plastic |
| Properties | Rock | Rough |
| Shiny | Smooth | Wood |
| Translucent | Transparent | Waterproof |

** Flamingos – Science KCV – Uses of Everyday Materials**

• Know that materials can have useful properties for a given job (including being waterproof, strong, hard, soft, flexible, rigid, light or heavy.)

• Know that when objects move across a surface there is friction when they rub against each other and that sometimes this friction is larger or smaller

• Know that applying forces to objects can change their shape, by squeezing, stretching, bending and twisting

• Know that Isambard Kingdom Brunel was a famous scientist who used materials to build impressive and important things; know that he was an engineer

• Know that Brunel lived in the Victorian era and that he designed steamships, railways, bridges, tunnels and dockyards

***Key facts to learn:***

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| ***Words to understand and spell (Tier 3 Vocabulary)*** | |
| **Conductivity** | The property of allowing heat or electricity to go through something, or the degree to which a substance allows this this. |
| **Durability** | The fact of something continuing to be used without getting damaged. |
| **Insulator** | A material or covering that electricity, heat, or sound cannot go through. |
| **Properties** | The qualities of materials, particularly those that mean it can be used for specific purposes. |
| **Suitability** | Whether something is acceptable for a given purpose. |

***Concept check questions. Test yourself:***

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| Why are different materials commonly used for different purposes?  Which properties make this material suitable for…? |
| **Opportunities for Investigation:**  **Identifying and Classifying:** Which materials are shiny and which are dull?  Which materials are waterproof? How could we test this? |
|  |
|  |

**Year 2 – Science – Summer – Heyford Park School**

• Ask simple questions and recognise that they can be answered in different ways.

• Observe closely, using simple equipment

• Perform simple tests

* • Identify and classify
* • Use my observations and ideas to suggest answers to questions

• Gather and record data to help in answering questions

***Key skills to do:***

**Year 5 – Science – Autumn 1 – Heyford Park School**