



**Y5 Unit Overview** - This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.

## How the World Works

In their second unit, the Year 5 students are inquiring into the Science strand ‘...*how humans use their understanding of scientific principles...*’ through the central idea, “**Matter exists in different forms which can be changed and used for different purposes.**”

The lines of inquiry for this unit are:

- what defines matter (form)
- changes matter can undergo (change)
- how matter can be used to suit purposes (connection)

Students will learn that matter exists as a solid, liquid or gas and can be described by its material properties; they will discuss the molecular structure of different states of matter; and to measure volume, mass and temperature. They will know that matter can change temporarily or permanently due to physical or chemical changes. They will explore how knowing about the changes to matter help us in our everyday life. They will discover how their comprehension/new understanding of matter can be applied to their everyday world experiences to help explain events, and can even be used to improve our lives. Through this inquiry students will develop their research skills of *formulating questions* and their thinking skills of *analysis*. They will have opportunities to develop and demonstrate their understanding of what it means to *think* scientifically.

**You may wish to support your child at home in the following ways:**

### KEY VOCABULARY

solid, liquid, gas, matter, properties, container, conform, flow, resist, change, freeze, melt, evaporate, condense, change, thinker, analysis, questions, hypothesis, material, molecules

**Please consider using your Mother Tongue to develop your child's understanding of these words.**

### CONCEPTUAL QUESTIONS

This unit will be addressed through the concepts of: **form, change, connection**

Formulating good questions is a key skill in scientific inquiry, so model this by using “I wonder why that happens...” to prompt discussion about natural phenomena you see together. To help students understand the concept of *form* talk to them about materials you find in your everyday life. Can you sort them into solids, liquids or gases? How would you describe their properties? If you have the chance, notice how things from your everyday life *change* from one state to another and ask “Why do you think that is happening?” (change). Try to develop their understanding of *connection* by asking questions such as “How can we apply our new knowledge to what we see in the world around us?”

### FUN THINGS TO DO

Make ice lollies by mixing a cordial drink and then putting it in the freezer, make toast and record all the changes you can observe, then butter the toast and watch the butter melt. The beauty of this little engagement is that you get eat some lovely toast!



## *“Success for Every Child”*

### **ACTION**

is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the Unit of Inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know! **Any action that you tell us about will be kept as part of your child’s records.**

