

About The Unit: Through this unit children learn that gases are material and can be distinguished from solids and liquids by their properties. They also learn about the uses of some important gases and where gases are found.

Scientific Enquiry Focus:

- making and repeating observations
- relating observations and conclusions to scientific knowledge and understanding

<p><i>Some children will have progressed further and will also:</i></p> <p>Good Level 4</p>	<ul style="list-style-type: none"> • explain the relationship between liquids and gases in terms of evaporation • make clear distinctions between the properties of solids, liquids and gases • <u>explain why observations and measurements need to be repeated</u> 	<p>Examples of key questions or outcomes to challenge pupils</p> <ul style="list-style-type: none"> • Writes definitions for solids and liquids. • How do we know air is all around us when we can't see it? • Explains how bubbles appear when water is poured on to some materials. • Do bubbles always appear if you repeat the process? • Do the soils need to be dry to test for air content? • Uses scientific knowledge in gas information leaflet. • Produces annotated diagrams of several situations where liquids evaporate. • How is it that we can smell substances? • What are the properties of a gas and how are some gases different from others?
<p><i>Some children will have made even greater progress and will also:</i></p> <p>Just Level 5</p>	<ul style="list-style-type: none"> • <u>with support draw conclusions that are consistent with the evidence and begin to relate these to scientific knowledge and understanding</u> • recognise that warm air expands and rises 	

Underlined statements indicate scientific enquiry outcomes. Bold statements link to enrichment activity.