

# Learning Flow

## Term 2– Living Things and their Habitats

### What do we already know?

- Topic Toolkit – Prior knowledge , What do we already know? What questions do we have? What is a significant individual? How might they have changed our world?

### What is a solid, liquid or gas?

- Describe, compare and sort.

I can describe the characteristics of different states of matter and group materials on this basis

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

### What happens to a liquid when it is heated?

- If a liquid evaporates quickly what does this mean?
- Investigate

Setting up simple practical enquiries, comparative and fair tests.

### What happens to a liquid when it is cooled?

- What materials would keep the ice cold for the longest? – whole class investigation.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

### What happens to a liquid when it is heated and then cooled?

- Ask questions
- Investigate

Identifying differences, similarities or changes related to simple scientific ideas and processes.

### Why is evaporation and condensation important?

- Make connections: identify the role that evaporation plays in the water cycle.

I can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle (Y4)

### Significant Scientists

#### Bernard Palissy (1510–1590)

Bernard Palissy was a French potter and scientist. He 'discovered' the modern theory of the water cycle.



### What do we know now?

- Knowledge demonstration– video
- Quiz.
- Flashforward– Next term. What do we know?