



Coleman Primary School

**Key Knowledge Organiser:**

**Year 5- Summer 2**

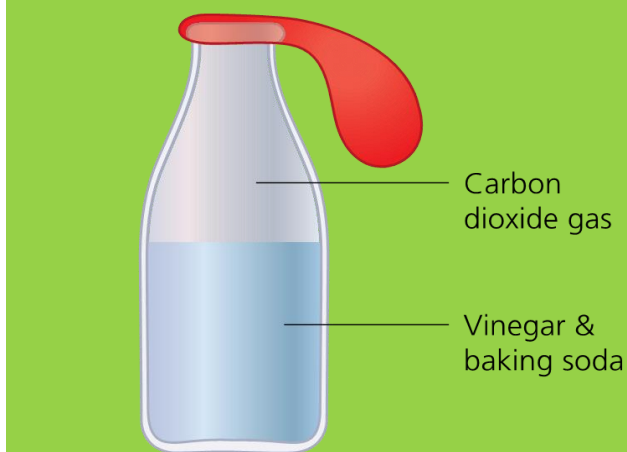
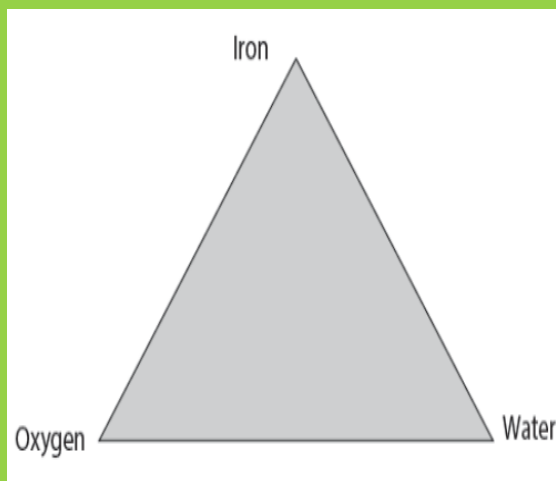
**Science – Amazing Changes**

In this unit, the children learn about materials, how they change and which changes are reversible and irreversible. The topic concludes by looking at how these properties are applied in the real world.

**Key Vocabulary**

**The Rusting Triangle**

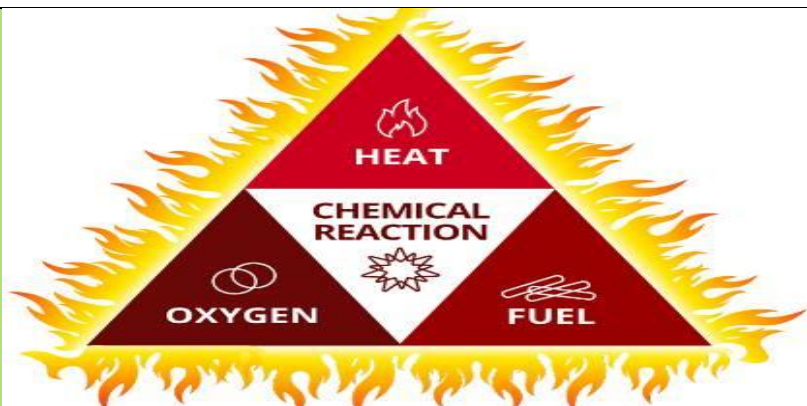
acid	Any substance that promotes chemical reactions.
burning	A specific type of chemical change, particularly in fuels.
irreversible/chemical change	A change that cannot be undone.
material	Any substance that has a name.
reaction	The process of converting one substance to another one.
reversible/physical change	A change that can be undone.
rust	A reddish- or yellowish-brown flaking coating that forms on the surface of iron when exposed to air and moisture.
bicarbonate of soda	A chemical compound otherwise known as baking soda.
vinegar	A sour liquid produced by fermentation.
plastic	A substance or material made from chemicals that can change shape.
fabric	Cloth that is woven or knitted.
matter	Anything that has weight and takes up space. For example- solids, liquids and gases are all states of matter on Earth.



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**CHEMICAL CHANGE vs PHYSICAL CHANGE**

 <b>Combustion</b>	 <b>Rotting</b>		 <b>Melting</b>	 <b>Shredding</b>
 <b>Rusting</b>	 <b>Digestion</b>		 <b>Boiling</b>	 <b>Chopping</b>



The Fire Triangle.

**Scientific skills learned prior to this unit:**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Identifying differences, similarities or changes related to simple scientific ideas and processes  
(Year 4 skills)

**Scientific skills learned during this unit:**

- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Planning different types of scientific enquiries to answer questions.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Use test results to make predictions to set up further comparative and fair tests.  
(Year 5 skills)