

G5 TERM 1 SCIENCE EOT REVIEW 2025-26

Question*	Learning Outcome/Performance Criteria**	Reference(s) in the Student Book (English Version)	
		Example/Exercise	Page
السؤال*	ناتج التعلم / معايير الأداء**	مثال / تمرين	الصفحة
1	Describe the properties of liquids in terms of shape and volume.	Unit 1: Three Dimensional Thinking	63

**Three-Dimensional Thinking**

1. How does matter change from one state to another?

Circle all that apply.

- ☒ A. adding energy
- ☒ B. removing energy
- C. adding mass
- D. removing volume

2. Liquid has _____. Circle all that apply.

- ☒ A. definite volume
- B. definite shape
- C. no definite volume
- ☒ D. no definite shape

2	Identify and describe the three common states of matter	Unit 1: Lesson 1 Launch	5
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A. What is matter?

- a. Only solids b. solid or a liquid ☒ c. solid, liquid or gas d. solid, liquid or gas but not living things

3	Describe the relationship between mass and volume as properties of matter.	Unit 1: Matter	10
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Observe the picture.

A. Which one has more mass?

- a. Inflated balloon ☒ b. bag of marbles

B. Which one has more volume?

- ☒ a. Inflated balloon b. bag of marbles

4	Define the terms matter, mass, and volume.	Unit 1: Matter	10
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1. _____ is anything that has mass and takes up space.

- a. Volume b. Mass ☒ c. matter

2. Amount of matter in an object is _____

- a. Volume ☒ b. Mass c. matter

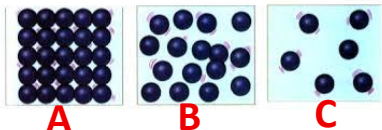
3. Space an object takes up is its _____.

- a. Volume b. Mass c. matter

5	Describe properties of gases in terms of arrangement of particles.	Unit 1: States of Matter	56
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1. Particles in a gas are _____ than particles in a solid or a liquid.

- a. Much closer b. much farther apart



2. Which shows arrangement of particles in a gas?

- a. A b. B c. C

Gases have no definite shape or volume. The particles in a gas are much farther apart than particles in solids or liquids. They can move around each other very easily. Gases spread out and completely fill a closed container. If you make the container bigger, the same amount of gas will expand to fill it.

Read the passage above then use it to answer the following questions:

- Which comparison between gases and solids is correct?
 - Gas particles are farther apart than solid particles.
 - Gas particles are closer together than solid particles.
 - Gas particles cannot move while solids can.
 - Gas particles have a fixed shape while solids do not.
- Which best explains why gases can be compressed more easily than solids or liquids?
 - Gas particles are very far apart with lots of empty space
 - Gas particles are tightly packed together
 - Gas particles cannot move at all
 - Gas particles are heavier than solids

6	Define physical and chemical changes.	Unit 1: Changes in Matter	40
7	Identify given examples as physical or chemical changes based on evidence.	Unit 1: Changes in Matter	40

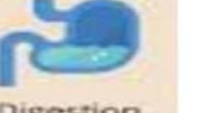
1. A _____ change begins and ends with the same kind of matter

- a. Physical b. chemical

2. A _____ change produces new matter.

- a. Physical b. chemical

3. Identify as physical or chemical change.

I	 Combustion	Chemical Change
II	 Rusting	Chemical Change
III	 Digestion	Chemical Change
IV	 Boiling	Physical change

8	Apply the Law of Conservation of Mass to chemical reactions in a closed system.	Unit 1: Changes in Matter	40
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1.

You combine 500 g of one material and 200 g of another in a **closed container**.

A **chemical change** occurred. What can you say about the masses of the materials after the chemical change?

- a. The total mass decreases b. the total mass increases **c. The total mass remains the same.**

2. What law are you using for the above experiment?

- a. Law of gravity **b. Law of conservation of mass** c. Law of reflection

9	Apply the Law of Conservation of Mass to physical changes.	Unit 1: Lesson 2 Launch	19
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A spoonful of salt has a mass of 10 grams. A cup of water has a mass of 300 grams. What do you predict will be the total mass of the saltwater when the salt is dissolved in the water? Circle the answer that best matches your thinking.

- A. more than 300 grams**
 B. less than 300 grams
 C. 300 grams

10	Investigate mixtures and classify them.	Unit 1: Three Dimensional Thinking	31
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Three-Dimensional Thinking

Which mixture is most likely a solution?

- A. muddy water
B. cranberry juice
 C. potting soil
 D. milk

A _____ is a physical combination of two or more substances.

- a. Mass b. volume **c. mixture**

11	Identify physical properties of solids.	Unit 1: Three Dimensional Thinking	17
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A. Which is not a property of copper?

- a. Conductivity b. can be bent into wires **c. magnetism**

B. Which is a property of glass?

- a. Conductivity **b. transparency** c. magnetism

12	Describe observable signs of a chemical change (color, odor, gas, temperature change)	Unit 1: Signs of Chemical Change	42-43
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Signs of Chemical Change

Signs of Chemical Change	Examples	Picture
Color Change	rust on iron, banana turning brown.	
Change in Odor	marshmallow toasting on a fire	
Temperature Change or Light Emission	burning wood.	
Gas Formation	bubbles from baking soda reacting with vinegar.	
Formation of a Solid	soap scum forming in hard water.	

Which is a sign of chemical change in this picture ?

- ☒ a) Change in color
☐ b) bubbles, fizzing
☐ c) Change in temperature
☐ d) Production of light or sound



Which is not a chemical change?



5-Which of the following is a sign that a chemical reaction has occurred?

- A. change in shape
 B. melting
☒ C. formation of a solid down
 D. dissolving

13	Explain how temperature affects solubility.	Unit 1: Inquiry Activity	22
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1. Which statement is true about solids like sugar?

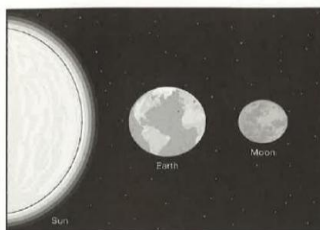
- ☐ a. Sugar dissolves in cold water faster
☒ b. Sugar dissolves in warm water faster
☐ c. None of the above

14	Describe how the Moon's gravitational pull causes tides on Earth.	Unit 4: The Pull of Earth's Gravity	13
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Moon's gravity causes _____.

- ☐ a. Rotation ☐ b. Meteors ☒ c. Tides

15	Describe how the Moon moves around Earth (phases, eclipses).	Unit 4: Lesson 2 Launch	23
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Look at the diagram of the Sun, Earth, and Moon. What would a nighttime observer on Earth see? Circle the answer that best matches your thinking.

- ☒ A.  A full moon
☐ B.  A crescent moon
☐ C.  A quarter moon
☐ D.  No moon is seen



Look at the diagram of the Sun, Earth, and Moon. What would a nighttime observer on Earth see? Circle the answer that best matches your thinking.

- ☐ A.  A full moon
☐ B.  A crescent moon
☐ C.  A quarter moon
☒ D.  No moon is seen

16	Explain how a planet's distance from the Sun affects its day and year.	Unit 4: Three Dimensional Thinking	65
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1. Based on the data table, what conclusion can you draw?

Planet	Length of Day (hours)	Length of Year (Earth years)	Distance from the Sun (AU)
Mercury	1,408	0.2	0.4
Venus	5,832	0.6	0.7
Earth	24	1.0	1.0
Mars	25	1.9	1.5
Jupiter	10	11.9	5.2
Saturn	10	29.4	9.5
Uranus	17	84.0	19.2
Neptune	16	164.8	30.0

- ☐ A. The farther a planet is from the Sun, the longer its day.
☒ B. The farther a planet is from the Sun, the longer its year.
☐ C. A day on Earth is longer than a day on Venus.
☐ D. Uranus is the coldest of all the planets.

2. A planet is a large, round space object that _____ the Sun.

- ☐ A. attracts
☒ B. orbits
☐ C. follows
☐ D. reflects

3. Circle all that apply.

Stars appear to move in the sky because of Earth's _____.

- ☐ A. axis
☒ B. rotation
☐ C. poles
☐ D. galaxies
☒ E. revolution



17	Identify signs of a physical change from given data.	Unit 1: Changes in Matter	40
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Identify if the actions depict a physical or chemical change.

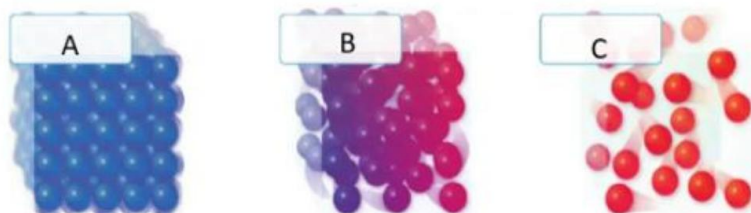
1)  ☒ physical change ☐ chemical change cutting an apple	2)  ☐ physical change ☒ chemical change baking a cookie
3)  ☐ physical change ☒ chemical change burning wood	4)  ☒ physical change ☐ chemical change melting ice
5)  ☐ physical change ☒ chemical change rotting fruit	6)  ☐ physical change ☒ chemical change digesting food
7)  ☒ physical change ☐ chemical change boiling water	8)  ☒ physical change ☐ chemical change chopping wood
9)  ☒ physical change ☐ chemical change cracking an egg	10)  ☐ physical change ☒ chemical change rusting nail

2. Identify the physical change.

- a. Burning a paper
- b. folding a paper**
- c. Iron nail rusting

18	Explain data or pictures that show how matter changes.	pdf	pdf
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Identify states of matter represented with letters A, B, and C in the image below.



- 1.
- A-solids, B- liquids C-gases**
-
2. A-liquids, B- solids C-gases
-
3. A-solids, B- gases C-liquids

19	Explain that gravity pulls objects toward Earth's surface.	Unit 4: Summarize it	20
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1. _____ is the force or attraction between two objects.
-
- a. Friction
- b. Gravity**
- c. Meteor
-
2. Gravity pulls objects _____ to the centre of the Earth.
-
- a. Up
- b. down**

20	Explain why some stars look brighter than others (distance vs size).	Unit 1: Explain The Phenomenon	82
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Some stars look brighter than the others due to their _____.

- a. Size and temperature**
-
- b. Shape and size
-
- c. Shape and temperature

1	Identify chemical changes using observable evidence.	Unit 1: Lesson 2 Launch	33
	Identify conservation of mass in chemical reactions	Unit 1: Three Dimensional Thinking	47
	Use nature of particles to compare solids, liquids and gases.	Unit 1: Lesson 4 Launch (Particles in Matter)	49

Identify the chemical changes. Put an X on it.

~~Frying an egg~~	Tearing up paper	~~Burning wood~~
~~A nail rusting~~	~~Grilling a hamburger~~	Dissolving salt in water
~~Exploding fireworks~~	Melting butter	~~Baking a cake~~
~~Rotting banana~~	~~Mixing baking soda and vinegar~~	Evaporating water
~~Lighting a match~~	Crushing a sugar cube	~~Milk going sour~~

Think about a scenario for an experiment. You combine 500 g of one material and 200 g of another in a closed container. A chemical reaction occurs. What can you say about the mass of the materials after they combine and go through the reaction? Choose a simple mathematical equation to support your answer.

- A. $500\text{ g} - 200\text{ g} = 700\text{ g}$
 B. $500\text{ g} + 200\text{ g} = 700\text{ g}$
 C. $700\text{ g} - 500\text{ g} = 200\text{ g}$
 D. $500\text{ g} \times 200\text{ g} = 700\text{ g}$

Four friends were talking about the particles that make up matter and give matter its properties. They each had different ideas. This is what they said:

Joyce: I think you can't see the particles that make up solids, liquids, and gases. They are too small to see.

Harold: I think you can see the particles that make up solids, liquids, and gases.

Royce: I think you can see the particles that make up solids and liquids, but you can't see the particles that make up gases.

Benito: I think you can see the particles that make up solids, but you can't see the particles that make up liquids and gases.

Who do you agree with most?

Joyce

2	Classify materials based on observable changes.	Unit 1: Inquiry Activity	8
	Define the terms physical property, conductivity, reflectivity and solubility.	pdf	pdf
	Explain how the addition or removal of energy causes matter to change from one state to another.	Unit 1: Change in States of Matter	58

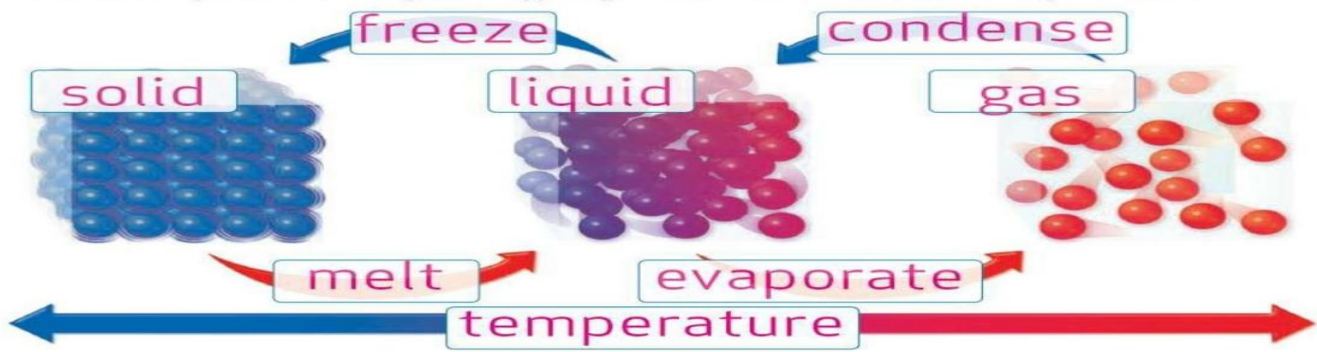
Object	Did it get cold?	Could you bend it?	Did the magnet stick to it?	Is it shiny?	What property does it have?
Acrylic Rod					Reflectivity
Paper Clip					Magnetism
Rubber Eraser					flexibility
Aluminum Foil					conductivity
Copper Wire					conductivity
Wooden Toothpick					other

Fill in the blank with the correct word from the box.

Conductivity, reflectivity, physical property, solubility

- Solubility is the ability of matter to dissolve in a liquid.
- Some metals allow electricity or heat to move through them. This property is called conductivity.
- A characteristic of matter that can be observed or measured is called Physical property.
- Reflectivity is the way light reflects, or bounces off, an object.

Changing states of matter.



3	Describe gravity as a force that pulls objects toward one another	Unit 4: Lesson 1 Launch (Earth's Gravity)	5
	Explain how gravity affects objects on Earth and keeps planets in orbit.	Unit 4: The Pull of Earth's Gravity	12
	Describe how the positions of the Moon and Earth result in changes in ocean water levels (tides) due to gravitational forces.	Unit 4: Three Dimensional Thinking	21

Four friends were talking about gravity. They each had a different idea.
This is what they said:

Angie: I think Earth's gravity only pulls on things that are close to Earth's surface.

Tamara: I think Earth's gravity only pulls on things that are close to Earth and in Earth's atmosphere.

Carlos: I think Earth's gravity pulls on things close to Earth, including some things in space.

Mi-Ling: I think Earth's gravity pulls everything in the solar system toward it.

Who do you agree with most? **Carlos**

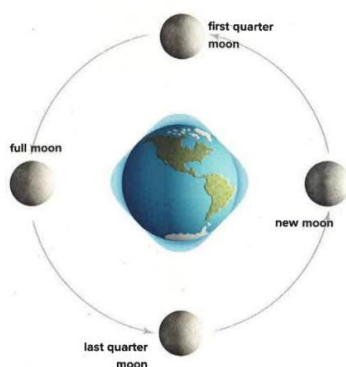
Explain why you agree.

Earth's gravity pulls on things close to Earth, including some things in space.

What is the strength of gravity affected by?

Mass of the object and distance from the Earth.

The Moon orbits around Earth due to gravity. Throughout the Moon's orbit, there appears to be changes in Earth's water level. You have learned that these are called tides.



- Based on what you know about gravity, what causes Earth's changing tides?
 - Tides are caused by tropical storms such as hurricanes.
 - Tides are caused by the pull of gravity between Earth and the Moon.**
- What causes the tide to bulge on the side of Earth facing the Moon?
 - Earth's water bulges on the side facing the Moon because of the pull of gravity.**
 - The Moon reverses its orbit and causes the tides to change.

4	Explain how Earth moves through space and how it affects life on Earth.	Unit 4: Summarize it	40
	Describe how Earth's tilt and revolution cause seasonal changes.	Unit 4: Seasons	31
	Label and arrange the planets in the solar system.	Unit 4: The Solar System	60

	Rotation	Revolution
Means	Earth spins around itself	Earth revolves around the Sun
Time it takes	1 day or 24 hours	1 year or 365/366 days
Causes	Day and night	Seasons

Why are seasons in the northern and southern hemisphere always opposite?

Because of the tilted axis of the Earth.

Why are temperatures similar in both hemispheres, in autumn and spring?

Both hemispheres receive equal warmth.

