## Science Skills Progression

National Curriculum statements in red are from other linked topics in same year.

EYFS	Key Stage One	Key Stage Two
In EYFS science is taught through Understanding the World, Expressive Arts and Design and Physical Development Health and SelfCare. The children are encouraged to investigate how things work and about living things in their local environment and the wider world.	Working Scientifically in KS1  During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	Working Scientifically in year 3 and 4  During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers for Science gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.  Working Scientifically in year 5 and 6  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relati

			Plants			
Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Understanding the World:  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Ide var wild a includ	Year One entify and name a ariety of common and garden plants, uding deciduous and evergreen trees. entify and describe e basic structure variety of common flowering plants, including trees.	Year Two  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Identify and name a variety of plants and animals in their habitats, including microhabitats.  (Y2 - Living things and their habitats)		Year Four  Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)  Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	Year Five  Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	Year Six  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  (Y6 - Living things and their habitats)  Give reasons for classifying plants and animals based on specific characteristics.  (Y6 - Living things and their habitats)

## <u>Understanding the</u> World:

Children know about similarities and differences in relation to places objects, materials and living things.

They talk about the features of their own Immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur, and talk about changes.

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

(Y1 - Plants)

Identify and describe the basic structure of a variety of common flowering plants, including

trees. (Y1 - Plants)

Identify and name a
variety of common
Animals including fish,
amphibians, reptiles, birds
and mammals.

(Y1 - Animals including humans)

Identify and name a
variety of common
animals that are
carnivores, herbivores and
omnivores.

(Y1 - Animals including

(Y1 - Animals includin humans)

Describe and
compare the structure of
a variety of common
animals (fish, amphibians,
reptiles, birds and
mammals,
including pets).
(Y1 - Animals, including
humans)

Observe changes across the four seasons. (Y1 - Seasonal change) Explore and compare the differences between things that are living, dead, and things

that have never been

alive

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Identify and name a variety of plants and animals in their habitats, including microhabitats.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans) Explore the part that flowers play in the life

Living things and their habitats

cycle of flowering plants, including pollination, seed formation and seed dispersal.

(Y3 - Plants)

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things

interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)

Construct and

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganism, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

			Animals including humans			
Understanding the World  Children can talk about some of the things they have observed such as animals  Shows care and concern for living things and the environment  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.	Identify and name a variety of common Animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Notice that animals, including humans, have offspring which grow into adults.  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Animals including humans  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Describe the simple functions of the basic parts of the digestive system in humans.  Identify the different types of teeth in humans and their simple functions.  Construct and interpret a variety of food chains, identifying producers, predators and prey.	Describe the changes as humans develop to old age.  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  (Y5 - Living things and their habitats)  Describe the life process of reproduction in some plants and animals.  (Y5 - Living things and their habitats)	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Describe the ways in which nutrients and water are transported within animals, including humans.  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  (Y6 - Living things and their habitats)
						and their habitats)  Give reasons for classifying plants and animals based on specific characteristics.  (Y6 - Living things and their habitats)

		Evolution and inheritance			
	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)  Notice that animals, including humans, have offspring which grow into adults. (Year 2 - Animals including Humans)	Evolution and inheritance  Describe in simple terms how fossils are formed when things that have lived are trapped within rocks. (Y3 Rocks)	Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)		Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to
					evolution.
Objective above a series			I	1100 400 1400 06 400	
Observe changes across the four seasons.  Observe and describe Weather associated with the seasons and how day length varies.		Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  (Y3 - Light)		Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)	
	Observe and describe Weather associated with the seasons and how day	things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  (Y2 - Living things and their habitats)  Notice that animals, including humans, have offspring which grow into adults.  (Year 2 - Animals including Humans)  Observe changes across the four seasons.  Observe and describe Weather associated with the seasons and how day	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  (Y2 - Living things and their habitats)  Notice that animals, including humans, have offspring which grow into adults.  (Year 2 - Animals including Humans)  Observe changes across the four seasons.  Observe and describe Weather associated with the seasons and how day	things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  (Y2 - Living things and their habitats)  Notice that animals, including humans, have offspring which grow into adults.  (Year 2 - Animals including Humans)  Observe changes across the four seasons.  Observe and describe Weather associated with the seasons and how day	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)    Notice that animals, including humans, have offspring which grow into adults. (Year 2 - Animals including Humans)    Observe changes across the four seasons.   Observe and describe Weather associated with the seasons and how day

Understanding the World:  World:  World:  Children talk about why things work.  Looks closely at similarities, afferences and change.  Ender for everyday materials, including wood, plastic, glass, metal, water, and rock. afferences and change.  They are familiar with basis certaintific concepts such as floating, sinking experimentation.  Compare and group together a variety of everyday materials, including wood, plastic, glass, brick, rock, paper and compared with the shapes of solid objects, but may floating, sinking experimentation.  Compare and group together a variety of everyday materials, including wood, plastic, glass, brick, rock, paper and changes of solid objects made from particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squushing, bending, twisting and stretching.  Compare and group together a variety of everyday materials, including the hardses, solubility, transpareas, conductivity (electrical and thermal). 4 response to magnets, solubility, transpareas, conductivity (electrical and thermal). 4 response to magnets, solubility, transpareas, conductivity (electrical and thermal). 4 response to magnets, solubility, transpareas, conductivity (electrical and thermal). 4 response to magnets and the materials can be changed by squushing, bending, twisting and stretching.  Compare and group together a variety of everyday materials, including the thorages of solid objects, but magnetic forces and group together a variety of everyday materials, was the world of the tasts of the properties.  Natice that some forces need contact between two objects, but magnetic forces and magnetis forces and magnets)  Town the basis of their properties.  Notice that some forces need contact between two objects, but magnetic forces and magnetis forces and magnetis properties.  Natice that some forces and contact between two objects, but magnetic forces and magnetis forces and				Materials			
bject and the material from which it is made. Children talk about why things happen and how things work. Looks closely at similarities, differences and change. They are familiar with basic scientific concepts such as folating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their sample physical properties.  All the suitability of a variety of everyday materials and cardboard for particular uses. They are familiar with basic scientific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Concepts such as floating, sinking experimentation.  Everyday materials and cardboard for particular uses.  Compare and group together a variety of Everyday materials on the basis of their sample physical properties.  Concepts such as floating, sinking experimentation.  Everyday materials and the water of everyday materials on the basis of their saccording to whether kinds of rocks on the basis of their according to whether kinds of rocks on the basis of their according to whether this deposition or research the temperature at when things that have lived are trapped within rock.  (Y3 - Rocks)  Notice that some forces need contact.  (Y-2)  Notice that some forces need contact to expect the time the basis of their according to whether within the basis of their according to whether when the properties.  (Y3 - Rocks)  Notice that some together, according to whether when the properties of their according to whether when the properties of their according to materials and they are the reveryday mate	Understanding the	Distinguish between an	Identify and compare	1	Compare and aroun	Compare and aroup	
Children talk about why things work. Looks closely at similarinities, differences and change.  They are familiar with basis ceitarific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Observe that some materials and the whore the basis of their some some materials and the whore the possibility.  They are familiar with basis existinific concepts such as floating, sinking experimentation.  Observe that some materials and the whore the passe of solid or formed when things that have lived are temperature at which this hoppers in degrees Celsius (Y3 - Rocks)  Notice that some forces and a distance.  (Y3 - Forces and magnets)  Temperature.  A condition of the basis of their simple physical properties.  They are familiar with basis excertific concepts such as floating, sinking experimentation.  A compare and group together a variety of Everyday materials on the basis of their simple physical properties of a variety of everyday materials.  A contact and a distance.  Observe that some materials can be basis of their simple physical properties.  Find out how the shapes of solid or particular uses.  Find out how the shapes of solid or properties of a variety of Everyday materials on the basis of their appearance and simple them had the whole of particular uses.  Find out how the shape of their some forces need contact between two objects.  Notice that some forces and a distance.  (Y3 - Forces and magnets)  Temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  The properties, rickling their hardness, solubility.  Temperature, which this make and cocordinate they are solids, liquidal or passes to solid with the basis of their possion of solid or passes of solid or temperature.  The particular uses of the basis of the basis of the basis of their passes of solid or solid or solid or them that solid or passes to desire the basis of the bas							
Children talk about why things happen and how things work. Looks closely at similarities, differences and change.  They are familiar with basic scientific concepts such as floating, sinking experimentation.  Ex	<u> </u>		1		_	materials on the basis of	
things happen and how things work.  Loks closely at similarities, differences and change,  Change,  They are familiar with basic scientific concepts such as floating, sinking experimentation.  Compare and group experimentation.  Compare and group asperters of the simple physical properties.  Compare and group a simple physical properties.  Compare and group the basis of their simple physical properties.  Compare and group the physical properties on the basis of their simple physical properties.  Compare and group the physical properties on the basis of their simple physical properties.  Compare and group the development of Everyday materials on the basis of their simple physical properties.  Compare and group the avariety of Everyday materials on the basis of their simple physical properties.  Compare and group the avariety of Everyday materials on the basis of their simple physical properties.  Compare and group the avariety of Everyday materials on the basis of their simple physical properties.  Compare and group the avariety of Everyday materials on the basis of their simple physical properties.  Compare and group the avariety of Everyday materials on the basis of their simple physical properties of avariety of Everyday materials on the basis of their simple physical properties.  Compare and group the avariety of Everyday materials on the basis of their simple physical properties.  Compare and group the avariety of Everyday materials on the basis of their simple physical properties of avariety of everyday materials on the basis of their simple physical properties of avariety of everyday materials on the basis of their simple physical properties of avariety of everyday materials on the basis of their simple physical properties of avariety of everyday materials on the basis of their simple physical properties of avariety of everyday materials on the basis of their simple physical properties of avariety of everyday materials on the avariety of everyday materials on the basis of their simple physical properties.	Children talk about why	Trong without to made.	, , ,		9	1 1 '	
things work.  Looks closely at similarities, differences and change.  They are familiar with basic scientific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials and properties.  Compare is simple physical properties.  Concepts such as floating, sinking experimentation.  Everyday materials.  Compare and group together a variety of Everyday materials and properties.  Compare and group together a variety of Everyday materials and properties.  Compare and group together a variety of Everyday materials and properties.  Compare and group together a variety of Everyday materials and properties.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials and between two objects, but magnetic forces can act at a distance (Y3 - Forces and magnets)  The compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group together a variety of Everyday materials.  Compare and group to the well well are through to the terms how fossils are together them they are heated to the terms how fossils are together to the terms how fossils are together to the terms how fossils are together to the terms how fossils are togethe	,	Identify and name a				_	
Looks closely at similarities, differences and change.  Describe the simple physical properties of a variety of everyday materials.  Concepts such as floating, sinking experimentation.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials on the basis of their simple physical properties.  Omage and group together a variety of Everyday materials can be changed by squashing, bending, twisting and acacclate that some forces need contact between two objects, but magnetic forces on and acacclate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate the rate of evaporation with temperature.  Omage the tar some of the temperature at which this happens in degrees Celsius (°C).  Use knowledge of solids, flow in the together when the some to the temperature at which the temperature at which the some force		•	I		o. gueso.	• • • • • • • • • • • • • • • • • • • •	
Looks closely at similarities, differences and change.  They are familiar with basic scientific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Notice that some forces need contact between two objects, but magnetic forces and at a distance, (y3 - Forces and magnets)  We knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and associate the rate of evaporation with temperature.  Recognise some contactors (v4 - Electricity)  Demonstrate that dissolve in liquid to formed when things on the temperature at which this happens in degrees Celsius (°C).  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and associate the rate of evaporation with temperature.  Recognise some contactors (v4 - Electricity)  Demonstrate that dissolve in liquid to formed when things on conductors (v4 - Electricity)  Provide the shape of solids and service of the service of the solid and conductors and associate the rate of evapor	95		3		Observe that some		
similarities, differences and change.  Describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties.  Properties.  They are familiar with basic scientific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Properties.  Describe in simple terms how fossils are shapes of solid objects made from some materials and became and group together a variety of Everyday materials on the basis of their simple physical properties.  Properties.  Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  (V3 - Rocks)  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  (V3 - Forces and magnets)  They are familiar with basic scientific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Properties.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  (V3 - Forces and magnets)  They are familiar with basic properties of a variety of everyday materials on the basis of their simple physical properties.  Properties.  Now that some materials with which this happens in degrees Celsius (°C).  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  (V3 - Forces and magnets)  Row that some materials will dissolve in liquid to form a variety of everyday materials on the temperature at variety of everyday materials in the temperature at variety of everyday materials on the temperature at variety of everyday materials on the degrees Celsius will dissolve in liquid to force the terms how fossils are from conductors and insulators and associate the rate of everyonation with temperature.  Recognise and everyonation and describe how to everyonation and describe how the temperat	Looks closely at					, , , , , , , , , , , , , , , , , , , ,	
differences and change.  Describe the simple physical properties of a variety of everyday materials. Concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials approperties.  Compare and group together a variety of Everyday materials approperties.  Compare and group together a variety of Everyday materials approperties.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Find out how the shapes of solid objects made from some materials are formed when things which this happens in degrees Celsius (°C).  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  (V3 - Forces and magnets)  Identify the part played by evaporation with temperature.  Recognise some common conductors and insulators, and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (V4 - Electricity)  Demonstrate that dissolving mixing and changes of state are reversible changes.  Explain that some changes	•		'	Describe in simple	•		
Change.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  (Y3 - Forces and magnets)  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Solution and describe how to recover a substance.  (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors ('Y4 - Electricity)  Demonstrate that dissolven iniquid to form a solution on describe how to recover a substance.  (°C).  Notice that some forces and associate the rate of evaporation and condensation in the temperature at which this happens in degrees Celsius.  (°C).  Solution and describe how the recover a substance force scale and the temperature at variety of Everyday materials.  (°C).  Solution and describe how the recover a substance force scale and the temperature at variety of Everyday materials.  (°C).  Will be the solution and	differences and	. ,	Find out how the	terms how fossils are	•		
They are familiar with basic scientific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Notice that some forces need contract between two objects, but magnetic forces can cat a distance. (Y3 - Forces and magnets)  Wischell to provide the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Eventually the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Eventually the part played by evaporation and condensation in the bear and insulators, and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Eventually the part to part to provide the part to provide the provide the part to provide the provide the provide the part to provide the part to provide the provide the provide the provide the provide	change.	Describe the simple	shapes of solid		•	•	
They are familiar with basic scientific concepts such as floating, sinking experimentation.  **Compare and group together a variety of Everyday materials on the basis of their simple physical properties.**  **Properties.**  **Compare and group together a variety of Everyday materials on the basis of their simple physical properties.**  **Properties.**  **Compare and group together a variety of Everyday materials on the basis of their simple physical properties.**  **Properties.**  **Properties.**  **Some materials can be changed by squashing, bending, twisting and stretching.**  **Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets)*  **Properties.**  **P		physical properties of a	objects made from	that have lived are	temperature at		
basic scientific concepts such as floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Notice that some forces need contact between two objects, but magnetic forces and magnets)  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some forces need contact between two objects, but magnetic forces and dissolving, mixing and evaporation.  Sociate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.	They are familiar with	variety of everyday	some materials can be	trapped within rock.	which this happens in		
floating, sinking experimentation.  Compare and group together a variety of Everyday materials on the basis of their simple physical properties.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets)  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Recognise some common conductors (Y4 - Electricity)  Se knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes	basic scientific	materials.	changed by squashing,	(Y3 - Rocks)	degrees Celsius		
together a variety of Everyday materials on the basis of their simple physical properties.  Tidentify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Everyday materials on the basis of their simple physical properties.  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes	concepts such as		bending, twisting and		(°C).		
Everyday materials on the basis of their simple physical properties.  Detween two objects, but magnetic forces can act at a distance.  (Y3 - Forces and magnets)  Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Everyday materials on the basis of their simple physical properties.  Played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes	floating, sinking		stretching.				
the basis of their simple physical properties.  but magnetic forces can act at a distance. (Y3 - Forces and magnets)  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  played by exploration in the water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes	experimentation.	,				, ,	
simple physical properties.  can act at a distance. (Y3 - Forces and magnets)  water cycle and associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Remonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes				· · · · · · · · · · · · · · · · · · ·	played by evaporation		
simple physical properties.  (Y3 - Forces and magnets)  Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Simple physical water cycle and associate the rate of evaporating water cycle and associate the rate of evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes				_		,	
properties.  (Y3 - Forces and magnets)  associate the rate of evaporation with temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes					•		
temperature.  Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes		properties.		•			
Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes				magnets)	·		
Recognise some common conductors and insulators, and associate metals with being good conductors  (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes					temperature.	•	
conductors and insulators, and associate metals with being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes						'	
insulators, and associate metals with being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes							
associate metals with being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes						•	
being good conductors (Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes						, ,	
(Y4 - Electricity)  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes						plastic	
dissolving, mixing and changes of state are reversible changes.  Explain that some changes							
changes of state are reversible changes.  Explain that some changes					(74 " Liectricity)		
reversible changes.  Explain that some changes							
Explain that some changes						_	
result in the formation pf							
						•	
new material and this kind of change is usually							
irreversible.						,	

		Rocks		
Distinguish between an	Identify and compare	Compare and group		Recognise that living
object and the material	the suitability of a	together different		things have changed
from which it is	variety of everyday	kinds of rocks on the		over time and that
made.	materials, including	basis of their		fossils provide
(Y1 - Everyday	wood, metal, plastic,	appearance and simple		information about living
materials)	glass, brick, rock, paper and cardboard for	physical properties.		things that inhabited the Earth millions of
Identify and name a	particular uses.	Describe in simple		years ago.
variety of everyday	(Y2 - Uses of everyday	terms how fossils are		(Y6 – Evolution and
materials, including	materials)	formed when things		inheritance)
wood, plastic, glass,		that have lived are		
metal, water, and rock. (Y1 – Everyday		trapped within rock.		
materials)		Recognise that soils are		
		made from rocks and		
Describe the simple		organic matter.		
physical properties of a				
variety of everyday				
materials.				
(Y1 - Everyday				
materials)				
Compare and group				
together a variety of				
Everyday materials on				
the basis of their				
simple physical				
properties.				
(Y1 - Everyday				
materials)				

		Light		
Identify, name, draw and		Recognise that they		Recognise that light
label the basic parts of		need light in order		appears to travel in
the human		to see things and		straight lines.
body and say which part of		that dark is the		_
the body is		absence of light.		Use the idea that light
associated with each				travels in straight lines to
sense.		Notice that light is		explain that objects are
(Y1 - Animals, including		reflected from surfaces.		seen because they give out
humans)				or reflect light
		Recognise that light from		into the eye.
Observe change across		the sun can be dangerous		
the four seasons.		and that there are ways to		Explain that we see things
		protect their eyes.		because light
Observe and describe				travels from light sources
Weather associated with		Recognise that shadows		to our eyes or
the seasons and how day		are formed when the		from light sources to
length varies.		light from a light source is		objects and then to our
(Y1 - Seasonal Changes)		blocked		eyes.
		by an opaque object.		·
				Use the idea that light
		Find patterns in the way		travels in straight lines to
		that the size of shadows		explain why shadows have
		change.		the same shape as the
				objects that cast them.
		Forces		
	Find out how the shapes of	Compare how things move	Explain that unsupported	
	solid objects made from	on different surfaces.	objects fall towards the	
	some materials can be		Earth because of the	
	changed by squashing,	Notice that some	force of	
	bending, twisting and	forces need contact	gravity acting between the	
	stretching.	between two objects, but	Earth and the falling	
	(Y2 Uses of everyday	magnetic forces can act at	object.	
	materials)	a distance.		
			Identify the effects of	
		Observe how magnets	air resistance, water	
		attract or repel each	resistance and friction,	
		other and attract some	that act between	
		materials and not others.	moving surfaces.	
		Compare and group	Recognise that some	
		together a variety of	mechanisms, including	
		everyday materials on the	levers, pulleys and gears,	
		basis of whether	allow a smaller	

## Southbury Primary School

	they are attracted to a magnet, and identify some magnetic materials. Describe magnets as		force to have a greater effect.	
	having two poles.			
	Predict whether two magnets will attract or repel each other, depending on which poles			
	are facing.			
	Sound			
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  (Y1 - Animals, including humans)		Identify how sounds are made, associating some of them with Something vibrating.  Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases.		

		Electricity			
Identify and name a	Identify and compare	2.00.1.10.1.7	Identify common	Compare and group	Associate the
variety of everyday	the suitability of a		appliances that run on	together everyday	brightness of a lamp or
materials, including	variety of everyday		electricity.	materials on the basis	the volume of a
wood, plastic, glass,	materials, including		,	of their properties,	buzzer with the number
metal, water, and rock.	wood, metal, plastic,		Construct a simple	including their	and voltage of cells
	glass, brick, rock, paper	5	series electrical circuit,	hardness, solubility,	used in the circuit.
Describe the simple	and cardboard for		identifying and naming	transparency,	
physical properties of a	particular uses.		its basic parts,	conductivity	Compare and give
variety of everyday	(Y2 - Materials)		including cells, wires,	(electrical and	reasons for variations
materials.			bulbs, switches and	thermal), and response	in how components
			buzzers.	to magnets	function, including the
Compare and group				(Y5 - Materials)	brightness of bulbs,
together a variety of			Identify whether or		the loudness of
Everyday materials on			not a lamp will		buzzers and the on/off
the basis of their			light in a simple		position of switches.
simple physical			series circuit, based on whether or not the		Use recognised symbols
properties. (Y1 - Materials)			lamp is part of a		when representing a
(71 - Materials)			complete loop with a		simple circuit in a
			battery.		diagram.
			burrery.		
			Recognise that a		
			switch opens and closes		
			a circuit and associate		
			this with whether or		
			not a lamp lights in a		
			simple series circuit.		
			Recognise some		
			Common conductors and		
			insulators, and		
			associate metals with		
			being good conductors.		

## Southbury Primary School

	Earth and space				
Observe changes	Describe the movement				
across the four	of the Earth, and				
seasons.	other planets, relative				
(Y1 - Seasonal changes)	to the Sun in the solar				
	system.				
Observe and describe					
Weather associated	Describe the movement				
with the seasons	of the Moon relative to				
and how day length	the Earth.				
varies.					
(Y1 - Seasonal changes)	Describe the Sun,				
	Earth and Moon as				
	Approximately Approximately				
	spherical bodies.				
	Use the idea of the				
	Earth's rotation to				
	explain day and night				
	and the apparent				
	movement of the sun				
	across the sky.				