



RADFORD SEMELE

CoFE PRIMARY SCHOOL

A family of learners expecting the best



Progression in Science at Radford Semele C of E Primary School

National Curriculum statements in red are from other linked topics.

Working Scientifically

Reception	<p>In Reception, children will be encouraged to explore the world around them and follow their interests through continuous provision. The children will be encouraged to:</p> <ul style="list-style-type: none">show curiosity and ask questionsmake observations using their senses and simple equipmentmake direct comparisonsrecord their observations by drawing, taking photographs, using sorting rings or boxes and on simple tick sheetsuse their observations to help them to answer their questionstalk about what they have done and found outidentify, sort and group <p>Vocabulary:</p> <ul style="list-style-type: none">look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group
Year 1	<p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Observe closely, using simple equipment</p> <p>Perform simple tests</p> <p>Identify and classify</p> <p>Gather and record data to help in answering questions</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Vocabulary:</p> <ul style="list-style-type: none">observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources
Year 2	<p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Observe closely, using simple equipment</p>

	<p>Perform simple tests</p> <p>Identify and classify</p> <p>Gather and record data to help in answering questions</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Vocabulary:</p> <p>observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources</p>
Year 3	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Vocabulary:</p> <p>practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve</p>

Year 4	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Vocabulary:</p> <p>practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve</p>
Year 5	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Report and present 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</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Vocabulary:</p> <p>variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter</p>
Year 6	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Report and present 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</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Vocabulary:</p> <p>variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter</p>

Plants

Reception	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Vocabulary: tree, bush, herb, names of plants they see</p>
Year 1	<p>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Vocabulary: leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area</p>
Year 2	<p>Observe and describe how seeds and bulbs grown into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 – living things and their habitats)</p> <p>Vocabulary: light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling names of plants in local habitats and micro-habitats (Y2 - Living things and their habitats)</p>
Year 3	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, lights, water, nutrients from soil, and room to grow) and how they vary from plant to plants.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Vocabulary: photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport</p>
Year 4	<p>Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)</p> <p>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)</p> <p>Vocabulary: classification, classification keys (Y4 - Living things and their habitats)</p>
Year 5	<p>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</p> <p>Vocabulary: life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (Y5 - Living things and their habitats)</p>
Year 6	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats)</p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats) <p>Vocabulary: flowering, non-flowering, mosses, ferns, conifers (Y6 - Living things and their habitats)</p>

Living things and their habitats

Reception	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel while outside.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Vocabulary:</p> <p>Plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, beach, forest</p>
Year 1	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</p> <p>Observe changes across the four seasons. (Y1 - Seasonal change)</p> <p>Vocabulary:</p> <p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves (Y1 –Animals) weather, sunny, rainy, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length (Y1 – Seasonal changes)</p>
Year 2	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)</p> <p>Vocabulary:</p> <p>living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied</p> <p>light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants)</p> <p>offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, cat/kitten, caterpillar/butterfly) (Y2 - Animals, including humans)</p>
Year 3	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)</p> <p>Vocabulary:</p> <p>photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (e.g. wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport</p>

Year 4	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)</p> <p>Vocabulary:</p> <p>classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p> <p>herbivore, carnivore, omnivore, producer, predator, prey (Y4 - Animals, including humans)</p>
Year 5	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Vocabulary:</p> <p>life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings</p>
Year 6	<p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance)</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)</p> <p>Vocabulary:</p> <p>vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers</p>

Animals including humans

Reception	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Vocabulary: names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman</p>
Year 1	<p>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. Vocabulary: head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the human body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue</p>
Year 2	<p>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. 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. (Y2 - Living things and their habitats) Vocabulary: offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival (Y2 - Living things and their habitats)</p>
Year 3	<p>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. Vocabulary: nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine</p>
Year 4	<p>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.</p>

	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Vocabulary: digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey</p>
Year 5	<p>Describe the changes as humans develop to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)</p> <p>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</p> <p>Vocabulary: puberty, the vocabulary to describe sexual characteristics in line with the school's RSE policy life cycle, foetus, baby, child, adolescent, adult, reproduce, sexual, sperm, fertilises, egg, live young (Y5 - Living things and their habitats)</p>
Year 6	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats)</p> <p>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</p> <p>Vocabulary: heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle</p>

Evolution and inheritance

Reception	<p>Recognise some environments that are different to the one in which they live</p> <p>Vocabulary:</p> <p>Names of plants and animals they see, beach, forest</p>
Year 1	
Year 2	<p>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)</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)</p> <p>Vocabulary:</p> <p>light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants)</p> <p>living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold (Y2 - Living things and their habitats)</p> <p>living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival (Y2 - Living things and their habitats)</p>
Year 3	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)</p> <p>Vocabulary:</p> <p>photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (e.g. wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil (Y3 - Plants)</p> <p>soil, fossil, bone, flesh, minerals (Y3 - Rocks)</p>
Year 4	<p>Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</p> <p>Vocabulary:</p> <p>environment, habitat, human impact, positive, negative, migrate, hibernate (Y4 - Living things and their habitats)</p> <p>herbivore, carnivore, omnivore, producer, predator, prey (Y4 - Animals, including humans)</p>
Year 5	<p>Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)</p> <p>Vocabulary:</p> <p>life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (Y5 - Living things and their habitats)</p>
Year 6	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Vocabulary:</p> <p>offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution</p>

Seasonal changes

Reception	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Vocabulary:</p> <p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers</p>
Year 1	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Vocabulary</p> <p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length</p>
Year 2	
Year 3	<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</p> <p>Vocabulary:</p> <p>photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (e.g. wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil (Y3 - Plants)</p> <p>soil, fossil, bone, flesh, minerals (Y3 - Rocks)</p>
Year 4	
Year 5	<p>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)</p> <p>Vocabulary:</p> <p>life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (Y5 - Living things and their habitats)</p>
Year 6	

Materials

Reception	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Vocabulary:</p> <p>ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back</p>
Year 1	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Vocabulary:</p> <p>object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p>
Year 2	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Vocabulary:</p> <p>Opaque, transparent, translucent, reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p>
Year 3	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks)</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets)</p> <p>Vocabulary:</p> <p>rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay) (Y3 - Rocks)</p> <p>magnetic force, magnet, attract, magnetic material, metal, iron, steel (Y3 - Forces and magnets)</p>
Year 4	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)</p> <p>Vocabulary:</p> <p>solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle</p>

	electrical conductor, electrical insulator, metal, non-metal (Y4 - Electricity)
Year 5	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Vocabulary:</p> <p>thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material</p>
Year 6	

Rocks

Reception	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Vocabulary: ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back</p>
Year 1	<p>Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)</p> <p>Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)</p> <p>Vocabulary: object, material, rock, brick, clay, hard, soft, waterproof, absorbent, rough, smooth, shiny, dull, see-through, not see-through (Y1 - Everyday materials)</p>
Year 2	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)</p> <p>Vocabulary: Opaque, transparent, translucent, reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p>
Year 3	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Vocabulary: rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)</p>
Year 4	
Year 5	
Year 6	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)</p> <p>Vocabulary: evolution</p>

Light

Reception	<p>Describe what they see, hear and feel whilst outside</p> <p>Vocabulary: Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source</p>
Year 1	<p>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)</p> <p>Vocabulary: senses, see, eyes (Y1 - Animals, including humans) shiny, dull, see-through, not see-through (Y1 - Materials)</p>
Year 2	<p>Vocabulary: opaque, transparent, translucent, reflective, non-reflective (Y2 - Uses of everyday materials)</p>
Year 3	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Vocabulary: light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous</p>
Year 4	
Year 5	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials)</p>
Year 6	<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Vocabulary: straight lines, light rays</p>

Forces

Reception	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whist outside</p> <p>Vocabulary: float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce</p>
Year 1	
Year 2	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</p> <p>Vocabulary: flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching (Y2 - Uses of everyday materials)</p>
Year 3	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Vocabulary: force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>
Year 4	
Year 5	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Vocabulary: force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p>
Year 6	

Sound

Reception	Describe what they see, hear and feel whist outside Vocabulary: sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar
Year 1	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) Vocabulary: senses, hear, ear (Y1 - Animals, including humans)
Year 2	
Year 3	
Year 4	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. Vocabulary: sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulation
Year 5	
Year 6	

Electricity

Reception	
Year 1	
Year 2	
Year 3	
Year 4	<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Vocabulary:</p> <p>electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p>
Year 5	
Year 6	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Vocabulary:</p> <p>circuit diagram, circuit symbol, voltage</p>

Earth and space

Reception	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Vocabulary: Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float</p>
Year 1	<p>Observe changes across the four seasons. (Y1 – Seasonal changes)</p> <p>Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes)</p> <p>Vocabulary: senses, see, eyes (Y1 - Animals, including humans) shiny, dull, see-through, not see-through (Y1 - Materials)</p>
Year 2	
Year 3	<p>Vocabulary: light, light source, Sun, sunlight, dangerous (Y3 - Light)</p>
Year 4	
Year 5	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as 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.</p> <p>Vocabulary: Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit</p>
Year 6	