St. Joseph's RC Primary School

Science Progression of Knowledge, Skills and Enquiry

How this document works:

This is a whole trust overview. The accompanying document shows each year group along with suggested activities and links teachers can use to teach each skill, knowledge or enquiry type.
Table 1: demonstrates what a typical scientist will look like at the end of each year, combining the key skills and knowledge they will require.
Table 2: onwards has the National Curriculum objectives for each year group with key vocabulary for that module and also 'key indicators' which demonstrates what the children should know to achieve the objective.
Any text boxes in a different colour with a border shows that this skill/knowledge is taught in a different module but builds on from learning in that module e.g. The red writing in brackets underneath shows where this objective was taken from. This is to allow teachers to make the links to prior learning.

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

This grid shows the types of enquiry suggested for each unit. The additional year group document gives suggested activities linked to each 'scientific enquiry'.

Scientific Enquiry	
Research	
Pattern Seeking	
Observing (over time)	
Testing	

Identifying and Classifying	
Problem-solving	

These are the National Curriculum Working Scientifically objectives. These are highlighted through the document in purple. This is to ensure teachers are teaching knowledge alongside skills.

Year 1 / 2 Working Scientifically

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.

Year 3 / 4 Working Scientifically

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 § 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.

Year 5/6 Working Scientifically

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 relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations § identifying scientific evidence that has been used to support or refute ideas or arguments

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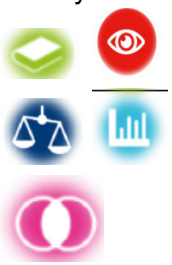
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
This is what our scientists can do by the end of:	Children will ask questions about the environment including the weather outside. They will be able to suggest what they might wear. They will develop an understanding of growth, decay and changes over time and show care and concern for living things and the environment. They will use their senses when walking around and investigating. They will develop questioning and curiosity through play and understand the concept of forces and electricity through twisting, pushing, slotting and magnetic toys and seeing	Children will be asking questions about the local environment including plants and animals found there including how they can look after them. They will observe and talk about the weather and changes. They will explore different materials using scientific language to describe them.	Children will be asking questions about the local environment including discussing how plants grow, survive, germinate and reproduce. They investigate different habitats (incl. micro) and observe how different animals depend on each other and its life processes. They understand basic needs of animal survival including exercise and nutrition. They can identify properties of materials and state why they are suited to	Children will be asking questions about the local environment and using their observation skills to identify parts of a flower and know how water transports around the plant. Children will understand the lifecycle of a plant by drawing diagrams and using research to find the function of each part. Children will know that humans and animals have skeletons and understand why. They know how humans get nutrients. They will carry out comparative	Children will be asking questions about the local environment and observe how the environment can change along with the dangers this can cause. They will understand the functions of the teeth and the importance of oral hygiene. Children will know about how the digestive system works. Children will be grouping, identifying and classifying living things and materials and using classification keys. Children will understand the water cycle and effect of heat with	Children will understand the changes that occur in humans from birth to old age and understand reproduction in plants and animals. They explore different lifecycles and can understand the similarities and differences between mammals, amphibians, insects and birds. Children will be able to explain the uses of everyday materials and describe some reversible and irreversible changes. They will be able to present their results from fair tests using tables and charts. Children will use diagrams to show the movement of	Children will understand how the circulatory system works and will be able to use this to explain the positive and negative effects of diet, exercise, drugs and lifestyle on the body. They will be able to recall animals from the 5 vertebrate group and some from non-vertebrate groups including their key characteristics. They will understand how plants and animals are suited to their environment and the process of evolution. Children will be able to use classification keys to identify unknown plants. They will know what fossils are and can use research and observations to show that things lived billions of years ago. Children will use diagrams to explain how light travels and understand shadows. They will be able to make simple circuits

	the effects of pushing different buttons to make sounds and movements. They can talk about similarities and differences between living things and materials and make simple observations about animals.		purpose. They can name some scientists who have developed new materials.	and fair tests to compare and classify rocks and soils based on their properties.	evaporation and condensation as well as materials changing state. Children will use representations to understand how we hear through vibrations and know how to create simple circuits including a switch. Comparative and fair tests will be used to test conductivity of materials.	the Earth and the moon and can explain how different time zones occur. They explain day and night. They will have an understanding of forces including gravity, air resistance, water resistance and friction. They will be able to mechanisms such a levers, pulleys and gears to explain forces and making jobs easier.	using recognised symbols in their drawings. They can conduct a range of fair tests identifying cause and effect when testing brightness of a bulb or volume of a buzzer. Children will be able to conduct a range of investigations with accuracy using repeat measurements and using a range of equipment. They will use scientific theory to refute or support their arguments.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants 	Make simple observations about plants and can explain why	Name common plants and describe the basic structure of flowering plants, including	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	Recognise that living things can be grouped in a variety of ways (living things and	Describe the differences in the life cycles of a mammal, an amphibian,	Describe how living things can be classified into broad groups according to

	some things occur.	deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	water, light and a suitable temperature to grow and stay healthy. 	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	habitats)	an insect and a bird. (living things and habitats)	common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. (living things and habitats)
Key vocabulary	Plant, leaf, stem,	Leaf, flower, blossom,	As year 1+ light, shade, sun, warn,	Photosynthesis, pollen, insect/wind	Classification,	Life cycle,	Vertebrates,

	flower, grow, rain, sun, water, soil, seed,	petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud. Names of trees in local area, garden and wild flowering plants.	cool, water, grow, healthy.	pollination, seed formation, seed dispersal- wind dispersal, animal dispersal, water dispersal, pollen, roots, stem, trunk, leaves, absorb, nutrients, reproduce, germination, stamen, style.	classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate (living things and habitats)	mammal, amphibian, germination, seed formation, insect, bird, pollination, life processes, plants, animals, reproduction, environment, dispersal, growth, living egg, seeds (living things and habitats)	fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering. (living things and habitats)
Key indicators	The world: Can develop an understanding of growth, decay and changes over time.	Can name trees and other plants they see regularly. Can describe key features of the trees and plants e.g. shapes	Can describe how plants that have grown from seeds and bulbs have developed over time. Can identify plants that grew well in different	Can explain the function of the parts of a flowering plant. Can describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.	See living things and habitats	See living things and habitats	See living things and habitats

	Shows concern and care for living things and the environment.	of leaves/colour of the flower/blossom. Can point out trees which lost their leaves and those who keep them all year. Can point to and name parts of a plant. Can use simple charts to sort. Can use photos to talk about how plants change.	conditions. Can spot similarities and differences between bulbs and seeds. Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants.	Can give different methods of pollination and seed dispersal, including examples. Can explain observations made during investigations. Can look at features of seeds to decide on methods of dispersal. Can draw and label a diagram of their created flowering plant to show its parts and their role and method of pollination and seed dispersal.			

Year Group	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Animals	Health	Identify and	Notice that	Identify that	Describe the	Describe the	Recognise the

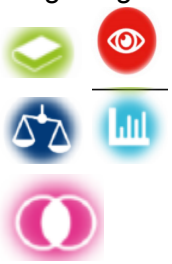
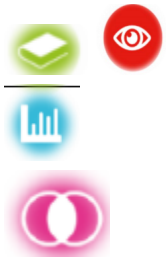
including humans 	and self-care- children notice changes in their bodies after exercise such as heart beating faster. Children understand the importance of handwashing.	name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals 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,	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, 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.	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.	changes as humans develop from birth to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. (see living things and their habitats)	impact of diet, exercise, drugs and lifestyle on the way their bodies function. Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.

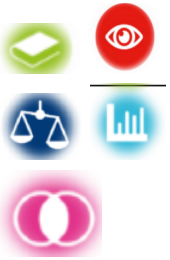
		name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.    					
Key vocabulary	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws,	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile,	Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise.	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, skull, ribs, spine, muscles, joints.	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, herbivore, omnivore.	Puberty, vocabulary linked to describe a range of sexual characteristics .	Heart, pulse, rate, pumps, blood, blood vessel, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle,

	hooves, heart,	amphibian, mammal, omnivore, carnivore, herbivore, all senses.					circulatory system, diet, exercise, drugs, lifestyle.
Key indicators	They can talk about simple similarities and differences between living things. They can make simple observations about animals and explain why some things occur.	Can name a range of animals which includes animals from each of the vertebrate groups. Can describe the key features of named animals. Can label key features on a picture/diagram. Can write descriptively about an animal.	Can sequence the stages of a baby. Observe these changes. Can describe how animals change as they get older. Develops understanding of how insects change (more than a butterfly) through life cycle diagrams. Can explain what humans and other animals need to survive- this could be through planning a trip to the moon or	Can name the nutrients found in food. Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients. Name some bones that make up the skeleton giving examples that support, help them move or provide protection. Can describe how muscles and joints help them to move. Classify food groups (high/low nutrients),	Can sequence the main parts of the human digestive system. Can draw the main parts of the digestive system onto a human outline. Can describe what happens in each part of the human digestive system. Can point to three different types of teeth in their mouth and talk about what each is used for. Demonstrate journey of food through the human body. Make a dental record. Can explain teeth in animals and if	Can explain the changes that take place in boys and girls during puberty. Can explain how a baby changes physically as it grows and also what it is able to do.	Can draw a diagram of the circulatory system, label the parts and annotate it to show what the parts do. Can explain the positive and negative effects on diet, exercise, drugs and lifestyle on the body.

		Can write a 'What am I? riddle about an animal. Can describe what a range of animals eat. Can compare and classify animals.	desert Island. Can describe how to keep clean and healthy. Has a good understanding of the food plate and understands 'a healthy balanced diet'. Can create a diet for an athlete. Can adopt a menu to substitute food from the eat well plate. Understands the effect of exercise on the body.	answer q's about nutrients in food, use data to look for patterns. Give similarities and differences between skeletons.	they are carnivores, herbivores or omnivores.		

Year Group	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Living	They		Explore and		Recognise that	Describe the	Describe how

Things and Their Habitats	know about similarities and differences between themselves and others, and among families, communities and traditions. They can talk about their own environment The world: Show care and concern for living things and the environment 	Name common plants and describe the basic structure of flowering plants, including trees. (Plants) 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	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	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Plants)	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 environment. Recognise that environments can change and that this can sometimes pose dangers to living things. 	differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. 	living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics 
Evolution and Inherita							**Evolution and Inheritance**

nce		structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals.) (Animals including humans)	other animals, using the idea of a simple food chain, and identify and name different sources of food. 				Evolution and inheritance 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. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the

							Earth millions of years ago. 
Key vocabulary		See Animals including Humans See Plants	Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc.		Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate.	Lifecycle, mammal, amphibian, germination, seed formation, insect, bird, pollination, life processes, plants, animals, reproduction, environment, dispersal, growth, living, eggs, and seeds.	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering. Evolution Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils.
Key indicators			Find a range of items which are dead, living.		Can name living things in a range of habitats, giving key features that	Can describe the life cycles of mammals, amphibians	Can give examples of animals in the five vertebrate

			Can name plants/animals which live in different habitats and micro-habitat. Can talk about the features of the animal/plant and how they are suited to the habitat. Can talk about what the animal eats. Can construct a food chain.		helped identify them. Can give examples of how an environment may change both naturally and due to human impact. Can use classification keys to identify unknown plants and animals.	and insects using diagrams. Can describe similarities and differences between them. Can dissect and label parts of flowering plant including male and female structures. Record finding as an annotated illustration of a flowering plant. Research and explain the life cycle and reproduction of a plant using scientific language.	groups and some of the invertebrate groups. Can give key characteristics of the five vertebrate groups and some invertebrate groups. Can give examples of flowering and non-flowering plants. Can use classification keys to identify unknown plants and animals. Can create classification keys. Can givea number of characteristics that explain

							why an animal belongs to a particular group.
							<u>Evolution</u> Can explain the process of evolution. Can give examples of how plants and animals are suited to their environment. Can give examples of how an animal or plant has evolved over time e.g. penguin, peppered moth. Give examples of things that lived millions of years ago and the fossil evidence to support this.

Materials 	Moving and handling Introduce and encourage children to use the vocabulary of manipulation, e.g. squeeze and prod. The world: Can talk about why things happen and how things work. Exploring media and materials - notice changes in properties as they	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 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.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. (Forces and Magnetism)	STATES OF MATTER Compare and group materials together, according to whether they are solids, liquids or gases (states of matter) 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 (States of matter) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (states of matter)	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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids gases to decide how mixtures might be separated,	

	are transformed through becoming wet, dry, flaky or fixed. Think about cause and effect.					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 result in the formation of new materials and this kind of change is not usually reversible,	
Rocks and Soils				Rocks and Soils Compare and group together different kinds of rocks on the basis of their			Recognise that living things have

				appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. Recognise that soils are made from rocks and organic matter.		including changes associated with burning and the action of acid on bicarbonate of soda.	changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Evolution and Inheritance)
Key Vocabulary	Wet, dry, shiny, dull, bendy, stiff, squashy, hard/soft, lumpy, wrinkly. Smooth, rough.	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,	Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff. Rigid/flexible,	Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb, water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil.	Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle.	Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/not reversible, change,	

		breaks/tears, rough, smooth, shiny, dull, see through, not see through.	waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching			burning, rusting, new material.	
Key Indicators	They can talk about simple similarities and differences between two materials.	Can label a picture/diagram of an object made from different materials. Can describe the properties of materials. Can sort materials using their properties. Can test evidence to answer a question.	Can name an object, say what material it is made from, identify properties and make a link between property and use. Whilst changing the shape of an object can describe the actions used. Can use suitable vocabulary. Simple tests relevant to	Can name some types of rock and give physical features of each. Can explain how a fossil is formed. Can explain that soils are made from rocks and also contain living/dead matter. Classify rocks in a range of ways using scientific	Can create a concept map, including arrows linking the key vocabulary. Can name properties of solids, liquids and gases. Can give everyday examples of melting and freezing. Can give everyday examples of evaporation and condensation. Can describe the	Can explain everyday uses of material e.g. how bricks, wood, glass are used in buildings. Can explain what dissolving is, giving examples. Can name equipment used for filtering and sieving.	

			properties. Describe similarities and differences.	vocabulary. Test properties of rocks. Show understanding of how fossils were formed, can identify plant/animal matter in soil, test water retention of soils.	water cycle. Can give reasons to justify why something is a solid liquid or gas. Can give examples of things that melt/freeze and how their melting points vary From their observations, can give the melting points of some materials. Using their data, can explain what affects how quickly a solid melts. Can measure temperatures using a thermometer. Can explain why there is condensation on the inside the hot water cup but on the outside of the icy water cup.	Can use knowledge of liquids, gases and solids to suggest how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving. Can describe simple reversible and non-reversible changes to materials, giving examples. Can create chart/table grouping materials using properties. Suggest appropriate material for purpose. Can explain results from investigations	

					From their data, can explain how to speed up or slow down evaporation. Can present their learning about the water cycle in a range of ways e.g. diagrams, explanation text, story of a water droplet.	involving dissolving and non-reversible change.	

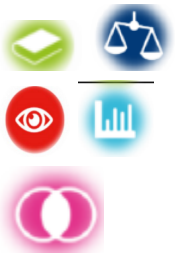
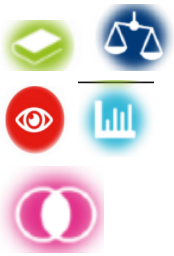
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Changes	They show concern and care for the environment and can notice changes and differences. Develops an	Observe changes across the four seasons. Observe and describe weather associated with seasons and how day length varies.		(Light) Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from		(Forces) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the earth and	(Light) Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that

	understanding of decay and changing over time. 	 		surfaces.		the falling object.	casts them.
Earth and Space				Recognise that light from the sun can be dangerous and that there are ways to protect our eyes. Recognise that shadows are formed when the light source is blocked by a solid object. Find patterns in the way the size of the shadow changes.		<u>Earth and Space</u> 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 spherical bodies. Use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.	

							
Key vocabulary	Snow,wind, rain,sun, Day,night, cloudy,hot, cold, foggy	Weather (sunny,rainy, windy,snowy etc) Seasons (winter, summer, spring, autumn) sun, sunrise, sunset, day length		(Light) Light, light source, dark, absence of light, transparent, opaque,shiny, matt,surface, shadow, reflect, mirror, sunlight, dangerous		Earth, sun, moon, mercury, jupiter, saturn,venus, mars, uranus,neptune,pluto (dwarf planet) spherical solar system, rotates, star, orbit, planets,axis, night, day ,season , galaxy meteorite	(Light) Yr 3 vocabulary plus - light, light source, dark, absence of light, transparent, translucent, opaque,siny, matt, surface, shadow, mirror, sunlight, dangerous
Key indicators	Can describe the weather	Can name the four seasons and identify		(See Light)		Can show	(See Light)

	outside and suggest what they might wear and what they might see. Can comment environmen t e.g. the leaves have fallen off the trees, there s a puddle.	when in the year they occur. Can observe and describe weather in different seasons. Can describe days being longer in summer and shorter in winter. Present data in table charts and compare seasons.				using diagrams the movement of the Earth and moon. Can explain the rotation of the Earth and how this causes night and day. Can explain evidence gathered about the position of shadows in terms of movement of the earth. Can explain how a sundial works. Can explain why we have time zones.	

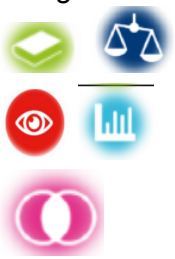
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light and Sound 	The world: Children respond to their senses: sights, sounds and smells in the environment.	Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. (materials) Observe changes across the four seasons. Observe and describe weather associated with the seasons and	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, glass, rock, paper and cardboard for particular uses. (materials) Find and describe how plants need water, light and a suitable temperature to grow and stay healthy. (plants)	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. (plants) Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.	Recognise that environments can change and that this can sometimes pose dangers to living things. (living things and their habitats) **Sound** To 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 pitch of a sound and features of the object that produced it. Find patterns between Sound	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. (materials) Use Earth rotation to explain day and night due to the apparent	Recognise that light travels in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that

		day length varies. (seasonal change) Identify, name and draw and label the basic parts of the human body and say which part of the body is associated with each sense. (animals including humans)		Recognise that shadows are formed when the light source is blocked by a solid object. Find patterns in the way the size of the shadows change. 	the volume of a sound and the strength of the vibrations that produced it. Recognise that sound gets fainter as the distance from the sound source increases. 	movement of the sun across the sky. (Earth and space)	casts them. 
Key vocabulary	Smell, sound, sight, see, look	See Seasonal Changes See Animals Including Humans		Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.	Sound, source, vibrate, vibration, travel, pitch, volume, faint, loud, insulation.	See Earth and Space	Year 3 vocabulary- Plus Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror,

							sunlight, dangerous.
Key Indicators		See Seasonal Changes See Animals Including Humans		Can describe how we see objects in lights and can describe dark as the absence of light. Know it is dangerous to look at the sun. Define transparent, translucent and opaque. Can describe how shadows are formed. Predict what materials will be more/less visible.	Can describe different types of objects producing different sounds and that the sound is produced by vibration in the object. Can describe sounds travelling through different mediums such as air, water, metal. Can find patterns between pitch and volume and the features of the object producing it. Can recognise that sounds get fainter as the distance from the sound source increases. Can explain what happens when you strike a drum or pluck a string- use diagrams to show. Demonstrates how	See Earth and Space	Can describe with diagrams how light travels in straight lines, either from sources or reflected from other objects into our eyes. Can describe with diagrams how light travels in straight lines past translucent or opaque objects to form a shadow of the same shape.

					to increase/decrease pitch and volume.		

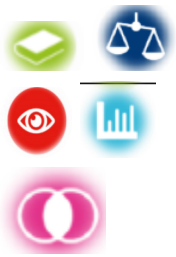
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces 	Moving and handling - Introduce and encourage children to use the vocabulary of manipulation, e.g squeeze and prod. Technology- shows an interest in technological	Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. (materials)	Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, brick, glass, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by	Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to		Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears,	

	toys with knobs or pulleys, or real objects such as cameras or mobile phones. 		squashing, bending, stretching and twisting. (materials)	a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 		allow a smaller force to have a greater effect.  To describe the movements of the Earth, and other planets, relative to the Sun in the solar system. (Earth and space)	
Key vocabulary	Push, pull, twist, stretch, turn, open, lift, squeeze, pinch, flick, tap.	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil,	Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric,	Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet,		Force, Gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers,	

		card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through. (materials)	elastic, foil, card/cardboard, rubber, wool. Suitable, unsuitable, useful, hard, soft, stretchy, stiff, rigid, flexible, waterproof, absorbent, strong, weak, rough, smooth, transparent, opaque, shape, pushing, pulling, twisting, squashing, bending, stretching. (materials)	horseshoe magnet, attract, repel. Magnetic material, metal, iron, steel, poles, north pole, south pole.		pulleys, gears.	
Key Indicators	Children will be able to play with a range of toys of varying	See materials	See materials	Give examples of forces in everyday life. Give examples of objects moving differently on different		Can demonstrate the effect of gravity acting on an unsupported object.	

	sizes made of different materials and fit them together in different ways such as twisting, pushing, slotting or magnetism. Can manipulate playdough in different ways.			surfaces. Name a range of magnets and show how the poles attract and repel. Can draw diagrams using arrows to show the attraction and repulsion between the poles of magnets. Can use results to describe how objects move on different surfaces. Can use results to make predictions. Can use some classification to know some metals are not magnetic. Use test data to rank magnets.		Can give examples of friction, water resistance and air resistance. Can give examples of when it is beneficial to have high or low friction, water resistance, and air resistance. Can demonstrate how pulleys, levers and gears work.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Electricity	Technology- shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.   	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. (Materials)	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Materials)		Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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 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.	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. (Materials)	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off potion of switches. Use recognised symbols when representing a simple circuit in a diagram.    

							
Key vocabulary					Electrical, appliance, mains, plug, circuit, component, cell, battery, positive, negative, connect/connectors , loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non - metal, symbol.		Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably.
Key indicator					Can name the components in a		Explain how a circuit

s		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. (Materials)	Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff, rigid/flexible, waterproof/ absorbent, strong/weak, rough/smooth, transparent/ opaque, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.		circuit. Can make an electric circuit. Can control a circuit using a switch. Can name some metals that are conductors. Can name materials that are insulators. Can communicate structures of circuits using drawings. Can incorporate a switch. Can add a circuit with a switch to a DT project and demonstrate how it works. Can describe how a switch works.		operates to achieve particular operations, such as control the light for a torch with different brightnesses or make a motor go faster or slower. Make circuits to solve particular problems such as a quiet and a loud burglar alarm Carry out fair tests exploring changes in circuits

			(Materials)				