



SCIENCE

Heavers Farm and Selsdon Primary Schools

PROGRESSION DOCUMENT

This document outlines progression in Science from Nursery to Year Six.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

SKILLS PROGRESSION								
	NURSERY & RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5 & YEAR 6		
QUESTION	Ask simple questions about immediate environment.	Ask questions and know some can be answered using scientific enquiry.		Identify scientific questions. i.e. can be investigated through scientific enquiry.		Raise scientific questions and hypothesise		
SCIENTIFIC ENQUIRY	OBSERVE	Qualitative	Qualitative and Simple Quantitative		Qualitative and Quantitative		Qualitative and Quantitative	
		Talk about similarities and differences.	Observe change over time. Use senses and equipment.	Measure change over time e.g. plant growth. Select equipment.	Systematic/ careful observations. Use bar charts, pictograms, tables.	Accurate measurements. Use time graphs and other graphs.	Accurate/ precise measurements, diagrams, tables, bar and line graphs.	Take repeat readings when appropriate. Scatter graphs.
	CLASSIFY and FIND PATTERNS	Talk and Sort	Identify and Classify		Classify and Find Patterns		Classify and Find Patterns	
		Use simple scientific criteria.	e.g. familiar plants, animals, materials Compare and contrast	e.g. living/ dead/ never alive; materials Compare differences	Classify animals/ materials. Link two variables e.g. the closer the magnet the bigger the force.	Use simple classification keys. Link two variables e.g. the more cells in a circuit, the brighter the bulb.	Use complex classification keys. Identify causal relationships.	Develop classification keys. Identify evidence that supports/ refutes causal relationship.
	CONTROL INVESTIGATIONS	Explore objects/ materials/ living things/ resources designed to model scientific processes.	Simple comparative tests		Comparative and fair tests		Design own comparative and fair tests	
			e.g. What is the best material for an umbrella?	e.g. What if plants do not get light and water?	Predict. Fair tests e.g. How does distance affect magnet strength?	Predict. Language of independent and control variable.	Identify when and how to use tests. Recognise and control variables. Make predictions based on previous test results.	

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	RESEARCH	Listen and respond to stories about scientific processes/ events/ objects.	Find information using given sources. e.g. animals.	Select information from a range of given sources.	Research using given sources. e.g. research different food groups and how they keep us healthy	Select information to support findings. e.g. research animals	Explore relevant information by using a wide range of secondary sources.	
							Explore how scientific ideas have developed over time.	Identify evidence that has been used to support or refute ideas.
	MODEL	Concrete context. Create drawings and models of their environment	Concrete context Draw diagrams e.g. parts of plants/ the body.	Explore and create drawings and physical models e.g. habitats.	Abstract contexts e.g. processes and phenomena such as forces/ light. Use labelled diagrams and drawings and physical models.	Abstract contexts e.g. processes and phenomena such as sound/ electricity. Create labelled diagrams and drawings and physical models.	Abstract contexts. Evaluate diagrams/ models e.g. states of matter; solar system.	Abstract contexts. Create own versions of models. e.g. circulatory system; light.
	CONCLUDE	Explain simple phenomena: How? Why?	Describe what has happened or been observed.	Explain why a simple observation occurred. Evaluate the effectiveness of observations.	Explain an observation or an event in scientific terms. Distinguish between what has been observed and why it happened. Begin to link evidence from secondary sources as well as primary. Suggest improvements.		Evaluate original hypothesis against observed evidence and reach appropriate conclusions. Identify causal relationships. Begin to identify how reliable the data is.	

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KNOWLEDGE PROGRESSION

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<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>Observe and describe how seeds and bulbs grow 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 describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Investigate 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</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>			

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Plants Outdoor Learning			<p>Use identification charts to name wild and garden plants, and deciduous and evergreen trees in the playground or local environment.</p> <p>Observe trees in the playground or local environment over the year to see how they change.</p> <p>Identify the parts of a range of plants in the playground or local environment.</p> <p>Describe and make careful drawings of the parts of a range of plants in the playground or local environment.</p> <p>Take photographs or collect samples of parts of plants in the playground to sort and group.</p>	<p>Pupils plant a range of seeds and bulbs at the correct time of year.</p> <p>Pupils observe and take measurements of the growth of the plants from the seeds and bulbs planted.</p> <p>The pupils gather seeds for future pupils to plant.</p> <p>Pupils follow the instructions to plant the seeds and bulbs correctly e.g. correct spacing, depth, suitable amount of light, inside or outside.</p> <p>The pupils observe and water the plants to encourage them to grow and stay healthy.</p>	<p>Pupils identify the parts of a range of plants in the playground or local environment.</p> <p>Pupils describe and make careful drawings of the parts of a range of plants in the playground or local environment.</p> <p>Pupils take photographs or collect samples of parts of plants in the playground to sort and group.</p> <p>Pupils observe how the plants in the playground or local environment change through the year, in particular, looking for buds, flowers, seeds and berries.</p> <p>Pupils record the changes that take place through the year to plants in the playground or local environment.</p>			

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<p>Plants</p> <p>Key Vocabulary</p>	<p>Root, stem, tree, leaf, flower, water, seed, plant</p>	<p>Root, stem, tree, leaf, flower, water, seed, plant</p>	<p>Petal, tall, taller, tallest, wild, trunk, similar, different, within, under, next to, soil, blossom, fruit, leaves, branch, bulbs, shrub, alive, vegetables, grass, garden, habitat, deciduous, earth, evergreen, compost, non-living, living, not alive, dead, artificial</p> <p>Names e.g. daffodil, daisy, sunflower, rose, lavender, tulip, snowdrop, holly, dandelion, oak, beech, chestnut, pine</p>	<p>Seedling, bulb, buds, shoot, water, sun light, seeds, nuts, fruit stones, warm, grow, temperature</p>	<p>Ground, transport, attract bees, catch sunshine, green, air, nutrients, growth, pollen, pollination, seed formation, seed dispersal, carpel, stamen, anther, style, nutrition, support, anchor, reproduction</p>			
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KNOWLEDGE PROGRESSION								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans	Can tell adults when hungry or tired or when they want to rest or play.	Eats a healthy range of foodstuffs and understands need for variety in food.	Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammal	Notice that animals, including humans, have offspring which grow into adults	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	Describe the simple functions of the basic parts of the digestive system in humans	Describe the changes as humans develop to old age.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
	Observes the effects of activity on their bodies.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the	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	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.	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	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.		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.

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		toilet independently.	associated with each sense.					
Animals including humans Outdoor Learning			<p>Pupils use identification charts to name birds and mammals seen in the playground or local environment.</p> <p>Pupils describe the features of birds and mammals seen in the playground or local environment.</p> <p>Pupils use their senses to explore the outdoor environment. This may focus on using a particular sense to describe objects.</p>	Pupils look after the school pets and make observations about the animals and their needs.		Pupils identify the producers, predators and prey in the micro-habitats in the playground or local environment.		Pupils explore how their pulse rate and lifestyle on the way their bodies function. changes during and after exercise.
Animals including humans Key Vocabulary	Animal, head, legs, arms, knee, elbow, neck, face, feet, hands, bread, potatoes, apples, cereals, rice, meat, fish, milk, running, jumping, swimming, walking, chicken, hen,	Animal, head, legs, arms, knee, elbow, neck, face, feet, hands, bread, potatoes, apples, cereals, rice, meat, fish, milk, running, jumping, swimming, walking, chicken, hen,	Body parts: eyes, ears, elbows, hair, mouth, nose, teeth, paw, hoof, tail, fin, shell, skin, wings, beak, fir, scales, feathers	Baby, toddler, adult, eggs, fruit, vegetables, water, fibre, meat, fish, cheese, beans washing, exercise, diet offspring	Balanced diet, carbohydrates, protein, fats, fibre, fruit and vegetables, bones, muscles, femur, ribs, spine, tibia, shoulder blade, hollow, relax and contract, protect,	Teeth and eating: incisor, molar, canine, diet, decay, healthy, teeth, acids, sugars, mouth, rip, tear, chew, grind Digestive system: saliva tongue, toilet	New born, infant, child, teenager, puberty, adult, wrinkles, grey hair, height, weight,	Heart, veins, arteries, capillaries, blood, pulse, beats, oxygen, carbon dioxide nutrients, organs, drugs, medicines, minerals, vitamins, lungs, caffeine,

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	kitten, cat, puppy, dog, duckling, duck	kitten, cat, puppy, dog, duckling, duck	<p>Fish: goldfish, tuna, salmon</p> <p>Birds: blackbird, magpie, robin, sparrow, crow, swan. Reptiles: snake, lizard, tortoise Mammals: mouse, horse, cow, sheep, hamster, rabbit Amphibians: frog, toad, newt</p> <p>Senses: feel, hear, smell, see, taste, touch Carnivore, omnivore, herbivore</p>		support, internal skeleton, exoskeleton	waste, nutrients energy, stomach, large/small intestine, brain, lungs, movement, acids, urine, faeces, oesophagus		medical, legal, illegal
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KNOWLEDGE PROGRESSION								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living things and their habitats	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Looks closely at similarities, differences, patterns and change.		Explore and compare the differences between things that are living, dead, and things that have never been alive		Recognise that living things can be grouped in a variety of ways	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	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
	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things.		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		Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Describe the life process of reproduction in some plants and animals.	
	Developing an understanding of growth, decay and changes over time.	They talk about the features of their own immediate environment and how environments might vary from one another.		Identify and name a variety of plants and animals in their habitats, including microhabitats		Recognise that environments can change and that this can sometimes pose dangers to living things.		Give reasons for classifying plants and animals based on specific characteristics.
	Shows care and concern for living things and the environment.	They make observations of animals and plants and explain why some things occur, and talk about changes.		Describe how animals obtain				

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				their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.			
Living things and their habitats				<p>Pupils talk about how the living things in the playground or local environment are suited to the habitat in which they found them.</p> <p>Pupils identify what the animals they found in the playground or local environment eat.</p> <p>The pupils talk about how the habitat provides shelter for the animals they found.</p> <p>The pupils talk about how the habitat provides the basic needs of</p>		<p>Pupils take photographs of plants and animals in the playground or local environment to sort and group.</p> <p>Pupils use classification keys to name living things seen in the playground or local environment.</p> <p>Pupils carry out litter surveys in the playground or local area and consider the impact of this on the living things.</p>	

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				<p>the plants they found.</p> <p>Pupils use identification charts to name plants and animals found in the playground or local environment.</p> <p>Pupils name plants and animals found in micro-habitats such as in the pond, under a log, in a bush or in the soil.</p>				
<p>Living things and their habitats</p> <p>Key Vocabulary</p>				<p>Dead, alive, living, non-living, habitats, keys, breathe, grow, eat, have babies, move, sense, go to the toilet, habitat, microhabitat, food chain</p>		<p>Predator, prey, producer, river, ocean, desert, arctic, rainforest, mountain, farmland, wood, dry, wet, vegetation, shelter, vertebrate, invertebrate, classify, characteristic, flowering plant, non- flowering plant (fern, moss)</p>	<p>Live young, hatch, tadpole, caterpillar, butterfly, ladybird, pupae, larvae, chrysalis, reproduction, asexual, sexual, life cycle, pollination, seed dispersal, pollen, stamen, stigma</p>	<p>Micro-organism, microbe, fungus, bacteria, virus, classified, classification key, yeast, characteristic, microscope</p>

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Evolution and Inheritance								<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>
Evolution and Inheritance Outdoor Learning								<p>Pupils talk about how the living things in the playground or local environment are adapted to suit the habitat in which they found them.</p>

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Evolution and Inheritance									Variety, variation, offspring, species, competition, adapt, adaptation, reproduce, survive, evolve, fossil record, gills, blubber, moulting, long neck, hooves, eyelashes, tails, generation
Key Vocabulary									

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KNOWLEDGE PROGRESSION								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth and Space, Seasons	As above (living things and their habitats & plants.)	As above (living things and their habitats & plants.)	Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.				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.	
Earth and Space, Seasons Outdoor Learning			Pupils go out regularly and observe how the plants in the playground or local environment change throughout the year. Pupils observe how the seasons affect animal behaviour.				The playground provides a larger space to create models showing the movement of the Sun, Earth and Moon and the impact of this on day and night and the	

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			<p>Pupils go out regularly and make observations and measurements of the weather.</p> <p>Pupils talk about how the weather and seasons affect their behaviour and clothing.</p>				apparent movement of the Sun.	
<p>Earth and Space, Seasons</p> <p>Key vocabulary</p>			<p>Seasons: Autumn, Spring, Summer, Winter, deciduous, evergreen, shoot, fruit, earth, seeds, leaves, flowers, weather types: rain, hail, snow, ice, frost, sun, showers, wind, reproduce, babies/adults, life cycles, birds, insects, cold, warm, hot, sunrise, sunset</p>				<p>Earth, Sun, planet, Mercury, Venus, Mars, Jupiter, Moon, Saturn, Uranus, Neptune, solar system, spherical, moon, day and night, celestial body, rotation, hemisphere, orbit, gravity, shadow, daylight</p>	

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KNOWLEDGE PROGRESSION								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light and Sound	Explores and learns how sounds can be changed				<p>Light</p> <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 a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>		<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>

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Light and Sound					<p>Pupils notice surfaces in the playground that reflect light.</p> <p>When outside explain to the pupils that they must not look at the Sun and talk about precautions that can be taken to protect their eyes.</p> <p>Pupils look for shadows in the playground caused by the objects blocking the light from the Sun.</p> <p>Pupils observe how dark shadow are caused by opaque objects and lighter shadows are created by translucent objects.</p>	<p>Pupils measure how the volume of a sound changes as they move away from the sound source.</p>		

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					Pupils use the Sun as a light source to create shadows with their bodies.			
Light and Sound Key Vocabulary					Shadow, light, flames, opaque, block, direction, light, travels, shortest, longest, highest, torch, shape, similar, transparent, translucent, light source, sun, object daytime, night-time, reflect, shine, shiny, absorb, reflective surface, surface, mirror, sundial, block, lamp	Sound, pitch, volume, vibrations, medium, insulation, travel, instrument		Reflection, transparent, translucent, opaque, periscope, luminous, non-luminous, absorb, direction

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KNOWLEDGE PROGRESSION								
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Forces and Magnets		Observe and describe movements they and objects make			<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 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 2 poles</p>		<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>	

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					Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.		
Forces and Magnets Outdoor Learning					Pupils explore moving objects across different surfaces in the playground.		It may be possible to drop parachutes, spinners etc. from a greater height safely outside e.g. from climbing apparatus. It may be more convenient to explore water resistance in the playground to avoid water on the floor in the classroom.
Forces and Magnets Key Vocabulary		Push, pull, twist, squash, stretch			Force, push, pull, speed up, slow down, change shape, change direction, movement, direction, friction, magnets,		Force, air resistance, water resistance, magnetic attraction, gravitational attraction, direction, force,

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					magnetic, surface, magnetism, north pole, south pole, repel, attract,		motion, weight, upthrust, Newton, force meter, stationary, surface area, force applied, pulley, lever, gear	
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Electricity		Explore a range of battery powered devices				<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>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>

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						Recognise some common conductors and insulators, and associate metals with being good conductors.		
Outdoor Learning								
Electricity Key Vocabulary		Battery, electricity, switch				Battery, cell, wires, switch, crocodile clips, buzzer, bulb, circuit, symbols, insulator, conductor, plastic, metal, appliance, component		Voltage, current, series, component, circuit, conductor, positive/negative terminal, complete circuit, battery, cell

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Properties and changes of materials	Beginning to be interested in and describe the texture of things	Recognise some everyday materials, e.g. wood, glass, plastic. Compare and group together some everyday objects made from wood, plastic and glass.	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 different uses 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 different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	Compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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 and gases to decide how mixtures might be separated, including through	

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							<p>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>	
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Outdoor Learning			<p>Pupils talk about objects in the playground or local environment and name the materials they are made from.</p> <p>Pupils identify materials in the playground and local environment.</p> <p>Pupils talk about the properties of materials in the playground and local environment.</p>	<p>Pupils talk about objects in the playground or local environment and identify the materials they are made from and how this makes them appropriate for use outside.</p> <p>Pupils explore whether they can change the shape of objects found in the playground or local environment.</p>	<p>Pupils talk about the properties of rocks in the playground or local environment.</p> <p>Pupils dig in the soil in the playground to look for rocks and organic matter.</p>			
Key Vocabulary			<p>Hard, stiff, rough, not bendy, opaque, strong, soft, shiny, smooth, waterproof, stretchy, material, transparent, dull, bendy, absorbent, wood, plastic, glass, magnetic, elastic, fabric, metal, water, rock,</p>	<p>Brick, cardboard, transparent, waterproof, insulate, keep warm, hard, rigid, strong, flexible, squash, stretch, twist, bend</p>	<p>Rock, soil, marble, granite, sand, stone, slate, chalk, clay, texture, absorbed, permeable, pebble, characteristic, surface, organic, impermeable, crystal, grains, crumbly, igneous, sedimentary, metamorphic, fossil,</p>	<p>Water, air, ice, milk, lemonade, juice, metal, solid, liquid, gas, pour, flow, change shape, squash, heat, cool, grain/granular, temperature, thermometer, freeze, melt, boil, evaporate, condense, steam, smoke, sea water, properties, melting</p>	<p>Hardness, solubility, transparency, conductivity, thermal, insulation, dissolve, solution, separation, polymers, reversible, irreversible, evaporating, melting, evaporation, filtering, sieving, dissolving, burning, rusting, vinegar,</p>	

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

						point, degrees Celsius,	bicarbonate of soda, magnetism, insulators, conductors, soluble, insoluble	
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