

## The Federation of Cowick & Pollington-Balne Progression of Skills : Science

|                    | EYFS                                                                                           | EYFS                                                                                                                                | KS1                                                                                                                                                         | KS1                                                                                                                                                                                                                                                                                                        | LKS2                                                                                                                                                                                                  | LKS2                                                                                                                                                                                                  | UKS2                                                                                                                                                                                                                                                                                                                                | UKS2                                                                                                                                                                                                                           |
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| Scientific Enquiry | KPIs – Working scientifically                                                                  |                                                                                                                                     |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                |
|                    | *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"              | Understands questions such as who; why; when; where and how                                                                         | *Ask simple questions and recognise that they can be answered in different ways (Year 1 focus)                                                              | *Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)                                                                                                                                           | *Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus)                                                                                                 | *Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus)                                                                                                 | *Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)                                                                                                                                                                                   | *Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus)                                                         |
|                    | Begin to use a wider range of vocabulary                                                       | *Talk about what they see, using a wide vocabulary.                                                                                 | *Use simple equipment to observe closely (Year 1 focus)                                                                                                     | *Use simple equipment to observe closely including changes over time (Year 2 focus)                                                                                                                                                                                                                        | *Set up simple practical enquiries, comparative and fair tests (Year 3 focus)                                                                                                                         | *Set up simple practical enquiries, comparative and fair tests (Year 4 focus)                                                                                                                         | *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus)                                                                                                                                                                           | *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus)                                                                      |
|                    | Be able to express a point of view and to debate when they disagree with an adult or a friend, | * Explore how things work.<br>* Learn new vocabulary.                                                                               | *Perform simple tests (Year 1 focus)                                                                                                                        | *Perform simple comparative tests (Year 2 focus)                                                                                                                                                                                                                                                           | *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus) | *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus) |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                |
|                    | Use talk to organise themselves                                                                | *Ask questions to find out more and to check what has been said to them.                                                            | *Identify and classify (Year 1 focus)                                                                                                                       |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                |
|                    | Make healthy choices about food, drink, activity and toothbrushing                             | * Use talk to organise, sequence and clarify thinking, ideas,<br>*Describe events in some detail.                                   | *Use his/her observations and ideas to suggest answers to questions (Year 1 focus)<br>*Gather and record data to help in answering questions (Year 1 focus) | *Identify, group and classify (Year 2 focus)<br>*Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)<br>Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus) | *Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus)                                                                                         | *Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus)                                                                                         | *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)                                                                                                                                                             | *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and labels (Year 6 focus)                                                                  |
|                    |                                                                                                | *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                            | *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus)                                                                           | *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)                                                                           | *Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)                                                                                                                                                                                                                                   | *Use test results to make predictions to set up further comparative and fair tests (Year 6 focus)                                                                                                                              |
|                    |                                                                                                | *Use new vocabulary in different contexts. Extends vocabulary, especially by grouping and naming, exploring the meaning and         |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                            | *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus)                                                      | *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus)                                                      | *Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)<br>*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 (Year 6 focus) | *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 (Year 6 focus) |
|                    |                                                                                                |                                                                                                                                     |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                            | *Use results to draw simple conclusions,                                                                                                                                                              |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                     | *Report and present                                                                                                                                                                                                            |

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|                    |                                        | <p>sounds of new words</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Understands questions such as who; why; when; where and how</p> |  |  | <p>make predictions for new values, suggest improvements and raise further questions (Year 3 focus)</p> <p>*Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus)</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus)</p> | <p>*Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus)</p> <p>*Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus)</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus)</p>                                                                                                                  | <p>written forms such as displays and other presentations (Year 5 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus)</p> | <p>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 (Year 6 focus)</p> <p>*Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources</p> <p>Group and classify things and recognise patterns</p> |
|                    |                                        | <b>Electricity</b>                                                                                                                                                                              |  |  |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Physical Processes | Sources of light – torches, Smartboard | Sources of light – torches, Smartboard                                                                                                                                                          |  |  |                                                                                                                                                                                                                                                                                                                                                | <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 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>Use recognised symbols when representing a simple circuit in a diagram.</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 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                        | Light                                                                                |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Investigating day and night, bonfire night, torches.   | Investigating day and night, bonfire night, torches. Looking at the sun and shadows. |  |  | <ul style="list-style-type: none"><li>*Recognise that he/she needs light in order to see things and that dark is the absence of light</li><li>*Notice that light is reflected from surfaces</li><li>*Recognise that light from the sun can be dangerous and that there are ways to protect eyes</li><li>*Recognise that light from the sun can be dangerous and that there are ways to protect eyes</li><li>*Find patterns in the way that the size of shadows change</li></ul> |                                                                                                  |                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>*Recognise that light appears to travel in straight lines</li><li>*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</li><li>*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</li><li>*Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li></ul> |
|                                                        | Forces and magnets                                                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Begin to explore different forces and talk about them. | * Explore and talk about different forces they can feel                              |  |  | <ul style="list-style-type: none"><li>*Compare how things move on different surfaces</li><li>*Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li><li>*Compare and group together a variety of everyday materials on the basis of whether they are</li></ul>                                                                                                                                                                |                                                                                                  | <ul style="list-style-type: none"><li>*Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li><li>*Identify the effects of air resistance, water resistance and friction, that act between moving</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                    |                                                                                                            |  |  | attracted to a magnet, and identify some magnetic materials<br>Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing |                                                                                                                                                                                                                                      | surfaces<br><br>*Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect                                                                                                                                                                                                                          |  |
|                                                    | Earth and Space                                                                                            |  |  |                                                                                                                                                                                                       |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                               |  |
| Talk about day and night.                          | Looking at the moon during the day. Talk about day and night.                                              |  |  |                                                                                                                                                                                                       |                                                                                                                                                                                                                                      | *Describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br><br>*Describe the movement of the Moon relative to the Earth<br><br>*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. |  |
|                                                    | Sound                                                                                                      |  |  |                                                                                                                                                                                                       |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                               |  |
| Use musical instruments and make sounds with them. | Investigation musical instruments and change in volume and using patterns and making music. Singing songs. |  |  |                                                                                                                                                                                                       | *Identify how sounds are made, associating some of them with something vibrating<br><br>*Recognise that vibrations from sounds travel through a medium to the ear<br><br>*Find patterns between the pitch of a sound and features of |                                                                                                                                                                                                                                                                                                                                                               |  |

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|                                  |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                        |                                                                                                                                      |                                                                                                                                                                                  | the object that produced it<br>*Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>*Recognise that sounds get fainter as the distance from the sound source increases.                                                                                                                                                                                                                   |        |        |  |
| Life Processes and Living Things | Living things and their habitats                                                                                                                                                                                                             |                                                                                                                                                                                                                                        |                                                                                                                                      |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |        |  |
|                                  | EYFS                                                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                                                 | Year 2                                                                                                                               | Year 3                                                                                                                                                                           | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 5 | Year 6 |  |
|                                  | Seasonal Changes                                                                                                                                                                                                                             |                                                                                                                                                                                                                                        |                                                                                                                                      |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |        |  |
|                                  | Begin to notice and talk about the different seasons.                                                                                                                                                                                        | * Understand the effect of changing seasons on the natural world around them.                                                                                                                                                          | * Observe changes across the four seasons<br><br>*Observe and describe weather associated with the seasons and how day length varies |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |        |  |
|                                  | Plants                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                        |                                                                                                                                      |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |        |  |
|                                  | * Plant seeds and care for growing plants.<br><br>Begin to Understand the key features of the life cycle of a plant and an animal.<br><br>Begin to understand the need to respect and care for the natural environment and all living things | * Plant seeds and care for growing plants.<br><br>*Understand the key features of the life cycle of a plant and an animal.<br><br>*Begin to understand the need to respect and care for the natural environment and all living things. | * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees                              | *Observe and describe how seeds and bulbs grow into mature plants<br><br>*Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br><br>*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<br><br>*Investigate the way in which water is transported within plants<br>Explore the part that flowers play in the life cycle of flowering plants, |        |        |  |

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| <b>Animals including humans</b>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                         |
| <p>Begin to understand how to keep healthy.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and begin to understand the importance of healthy food choices.</p> | <p>*Make healthy choices about food, drink, activity and tooth brushing.</p> <p>*Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>*Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <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.</p> | <p>*Understand that animals, including humans, have offspring which grow into adults</p> <p>*Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>*Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <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</p> <p>*Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> | <p>*Describe the simple functions of the basic parts of the digestive system in humans</p> <p>*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>* Describe the changes as humans develop to old age</p>                                                                                                                        | <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> |
| <b>Living things and their habitats</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                         |
| <p>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>                                                                                 | <p>• Looks closely at similarities, differences, patterns and change in nature</p> <p>• Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Talks about the features of their own immediate environment and how environments</p>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <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</p>                                      |                                                                                                                                                                                                                                                                                                    | <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</p> | <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>*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</p> <p>*Give reasons for classifying plants and animals based on specific characteristics</p>                                                   |

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| Materials and their Properties |                                                                                                                                            | might vary from one another                                                                   |  | different kinds of animals and plants, and how they depend on each other<br><br>*Identify and name a variety of plants and animals in their habitats, including micro-habitats<br><br>*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. |                                                                                           | and have an impact on living things |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                | Evolution and Inheritance                                                                                                                  |                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                           |                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                | Shows interest in the lives of people who are familiar to them<br><br>Remembers and talks about significant events in their own experience | Talks about past and present events in their own life and in the lives of family members<br>* |  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                           |                                     |  | *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br><br>*Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br><br>*Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
|                                | Rocks                                                                                                                                      |                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                           |                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                |                                                                                                                                            | Easter garden – selecting rocks to mark make.<br>Grinding corn (Little                        |  |                                                                                                                                                                                                                                                                                                                                                      | *Compare and group together different kinds of rocks on the basis of their appearance and |                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                                                                                                                                                 | Red Hen) building with rocks.                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                      | <p>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> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                 | <b>Materials</b>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world and what is around them</li> <li>Explore collections of materials with similar and/or different properties.</li> </ul> | <p>Talk about the differences between materials and changes they notice. Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> | <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>*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>*Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> |                                                                                                                                                                                                                   |  | <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>*Recognise 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</p> |  |



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|  |                  |  |  |  |  | <p>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> |  |
|  | States of Matter |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|  |                  |  |  |  |  | <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>                      |  |
|  |                  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |