Eaton Primary School

Progression of Learning

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Plymouth Science

Progression of Knowledge, Skills and Enquiry

How this document works:
This is a whole school overview, demonstrating progression in knowledge, skills and enquiry, as well as progression in scientific concepts.

Page 2: demonstrates what a typical scientist will look like at the end of each phase, combining the key skills and knowledge they will require in the different branches of science.

Page 3 onwards: have the National Curriculum objectives for each phase with key vocabulary for that unit and also 'key indicators' which demonstrates what the children should know to achieve the objective.

Below are the National Curriculum Working Scientifically objectives. These are highlighted through the document in purple.

Year 1 / 2 Working Scientifically
Asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.

Year 3 / 4 Working Scientifically
Asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identifying differences, similarities or changes related to simple scientific ideas and processes; using straightforward scientific evidence to answer questions or to support their findings.

Year 5/6 Working Scientifically
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; identifying scientific evidence that has been used to support or refute ideas or arguments.

	Foundation/ EYFS	KS1	LKS2	UKS2
This is what our Scientists can do….	**Biology**: They will develop an understanding of growth, decay and changes over time and show care and concern for living things and the environment. They will use their senses when walking around and investigating. They can talk about similarities and differences between living things and make simple observations about animals. **Chemistry**: They can talk about similarities and differences between materials. **Physics:** Children will ask questions about the environment including the weather outside. They will be able to suggest what they might wear. They will develop questioning and curiosity through play and understand the concept of forces and electricity through twisting, pushing, slotting and magnetic toys and seeing the effects of pushing different buttons to make sounds and movements.	**Biology**: Children will be asking questions about the local environment including plants and animals found there and how they can look after them. They will discuss how plants grow, survive, germinate and reproduce. They will investigate different habitats (incl. micro) and observe how different animals depend on each other and its life processes. They understand basic needs of animal survival including exercise and nutrition. **Chemistry**: They will explore different materials using scientific language to describe them. They can identify properties of materials and state why they are suited to purpose. They can name some scientists who have developed new materials. **Physics:** They will observe and talk about the weather and changes.	**Biology**: Children will be asking questions about the local environment and observe how the environment can change along with the dangers this can cause. Children will be grouping, identifying and classifying living things using classification keys. They will be using their observation skills to identify parts of a flower and know how water transports around the plant. Children will understand the lifecycle of a plant by drawing diagrams and using research to find the function of each part. Children will know that humans and animals have skeletons and understand why. They know how humans get nutrients. They will understand the functions of the teeth and the importance of oral hygiene. Children will know about how the digestive system works. **Chemistry**: Children will be grouping, identifying and classifying materials. They will observe the effect of heat with evaporation and condensation as well as materials changing state. They will carry out comparative and fair tests to compare and classify rocks and soils based on their properties. **Physics:** Children will understand the water cycle and they will use representations to understand how we hear through vibrations and know how to create simple circuits including a switch. Comparative and fair tests will be used to test conductivity of materials.	**Biology**: Children will understand the changes that occur in humans from birth to old age and understand reproduction in plants and animals. They explore different lifecycles and can understand the similarities and differences between mammals, amphibians, insects and birds. Children will understand how the circulatory system works and will be able to use this to explain the positive and negative effects of diet, exercise, drugs and lifestyle on the body. They will be able to recall animals from the 5 vertebrate group and some from non-vertebrate groups including their key characteristics. They will understand how plants and animals are suited to their environment and the process of evolution. Children will be able to use classification keys to identify unknown plants. They will know what fossils are and can use research and observations to show that things lived billion years ago. **Chemistry**: Children will be able to explain the uses of everyday materials and describe some reversible and irreversible changes. They will be able to present their results from fair tests using tables and charts. **Physics:** Children will use diagrams to show the movement of the Earth and the moon and can explain how different time zones occur. They explain day and night. They will have an understanding of forces including gravity, air resistance, water resistance and friction. They will be able to mechanisms such a levers, pulleys and gears to explain forces and making jobs easier. Children will use diagrams to explain how light travels and understand shadows. They will be able to make simple circuits using recognised symbols in their drawings. They can conduct a range of fair tests identifying cause and effect when testing brightness of a bulb or volume of a buzzer. Children will be able to conduct a range of investigations with accuracy using repeat measurements and using a range of equipment. They will use scientific theory to refute or support their arguments.

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants Knowledge	**Understanding the World** **ELG: The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants **ELG: The Natural World:** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	To identify and describe the basic structure of a variety of common flowering plants including trees. To identify and name a variety of common wild and garden plants including deciduous and evergreen trees	To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.	To identify and describe the functions of different parts of a flowering plant. To explore the requirements of plant life and growth. To investigate the way in which water is transported within plants. To explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal.		Describe the life process of reproduction in some plants and animals. ***(from Living Things and their Habitats)***	
Key vocabulary	Plant, leaf, stem, flower, grow, rain, sun, water, soil, seed,	Plant, flower, leaf, stem, roots, seed, bulb, bud, blossom, petal, berry, fruit, trunk, branch, bark, stalk	Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem, bark, fruit, light, shade, sun, warm, cool, water, grow, healthy, germinate, climate, nutrients.	Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal-wind dispersal, animal dispersal, water dispersal, pollen, roots, stem, trunk, leaves, absorb, nutrients, reproduce, germination, stamen, style.	Deciduous, evergreen	Bulbs, cuttings, plantlets, stigma, ovary, pollen, pollen tube	Flowering and non-flowering
Key indicators	Can develop an understanding of growth, decay and changes over time. Shows concern and care for living things and the environment.	Can name trees and other plants they see regularly. Can describe key features of the trees and plants e.g. shapes of leaves/colour of the flower/blossom. Can point out trees which lost their leaves and those who keep them all year. Can point to and name parts of a plant. Can use simple charts to sort. Can use photos to talk about how plants change	Can describe how plants that have grown from seeds and bulbs have developed over time. Can identify plants that grew well in different conditions. Can spot similarities and differences between bulbs and seeds. Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants.	Can explain the function of the parts of a flowering plant. Can describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination. Can give different methods of pollination and seed dispersal, including examples. Can explain observations made during investigations. Can look at features of seeds to decide on method of dispersal.			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals Including Humans Knowledge	**Personal, Social and Emotional Development** **ELG: Managing Self**: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Understanding the World** **ELG: The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants	To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	To notice that animals including humans have offspring which grow into adults. To find out about and describe the basic needs of animals including humans for survival. To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	To identify that humans and some other animals have skeletons and muscles for support, protection and movement. To 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.	To describe the simple functions of the digestive system in humans. To identify different teeth in humans and name their functions. To know how to keep my teeth healthy To identify and compare teeth of carnivores, herbivores and omnivores. To construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces (poo) To identify animal habitats in the locality and observe what they eat	To describe the changes as humans develop from birth to old age.	To identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. To describe the ways in which nutrients and water and transported within animals including humans. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
Key vocabulary	names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses.	Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise.	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, skull, ribs, spine, muscles, joints.	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, herbivore, omnivore.	Adolescent, adult, asexual reproduction, sexual reproduction, fertilization, death, teenager, elderly, toddler, reproduction, foetus, growth, puberty, menstrual cycle, gestation.	Heart, pulse, rate, pumps, blood, blood vessel, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle.
Key indicators	Can talk about simple similarities and	Can name a range of animals which includes animals from	Can sequence the stages of a baby. Observe these changes.	Can name the nutrients found in food.	Can sequence the main parts of the digestive system.	Can explain the changes that takes place in boys and girls during puberty.	Can draw a diagram of the circulatory system, label the

	differences between living things. Can make simple observations about animals and begin to explain why the phenomenon observed may occur.	each of the vertebrate groups. Can describe the key features of named animals. Can label key features on a picture/diagram. Can write descriptively about an animal. Can write a 'What am I? riddle about an animal. Can describe what a range of animals eat. Can compare and classify animals.	Can describe how animals change as they get older. Develops understanding of how insects change (more than a butterfly) through lifecycle diagrams. Can explain what humans and other animals need to survive. Can describe how to keep clean and healthy. Has a good understanding of the food plate and understands 'a healthy balanced diet'. Can create a diet for an athlete. Can adopt a menu to substitute food from the eat well plate. Understands the effect of exercise on the body.	Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients. Name some bones that make up the skeleton giving examples that support, help them move or provide protection. Can describe how muscles and joints help them to move. Classify food groups (high/low nutrients), answer q's about nutrients in food, use data to look for patterns. Give similarities and differences between skeletons.	Can draw the main parts of the digestive system onto a human outline. Can describe what happens in each part of the digestive system. Can point to three different types of teeth in their mouth and talk about what each is used for. Demonstrate journey of food through body. Make a dental record, Can explain teeth in animals and if they are carnivores, herbivores or omnivores.	Can explain how a baby changes physically as it grows and also what it is able to do.	parts and annotate it to show what the parts do. Can explain the positive and negative effects on diet, exercise, drugs and lifestyle on the body.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living Things and Their Habitats <u>Knowledge</u>	**<u>Understanding the World</u>** **ELG: The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants **ELG: The Natural World:** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.		To explore and compare the differences between things that are living, dead and things that have never been alive To identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other. To identify and name a variety of plants and animals in their habitat, including microhabitats. To describe how animals obtain their food from		To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group. To identify and name a variety of living things in the environment. To recognise that environments can change and this can sometimes pose dangers to living things.	To describe the differences in life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals	To 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 To give reasons for classifying plants and animals based on specific characteristics.

			plants and other animals, using the idea of a simple food chain and identify and name different sources of food.				
Key vocabulary	plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)		Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc.		Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, fish, amphibian, reptile, bird, mammal, vertebrate, invertebrate, shelter, food, protection.	life cycle, live, young, fertilises, egg, runners, reproduce, sperm, metamorphosis gestation, cuttings, plantlets, bulb, sexual/asexual reproduction	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering.
Key indicators	Can talk about similarities and differences between themselves and others Can talk about their own environment and name a contrasting environment Can care for living things and talk about how to care for the environment		Can name plants/animals which live in different habitats and micro habitat. Can talk about the features of the animal/plant and how they are suited to the habitat. Can talk about what the animal eats. Can construct a food chain.		Children identify that animals and plants can be classified in a number of possible ways including vertebrates and invertebrates, flowering and non-flowering plants. Children can ask yes/no characteristic questions to classify a small number of living things. Can name living things in a range of habitats, giving key features that helped identify them. Can give examples of how an environment may change both naturally and due to human impact. Can use classification keys to identify unknown plants and animals.	Can describe the lifecycles of mammals, amphibians and insects using diagrams. Can describe similarities and differences between them.	Can give examples of animals in the five vertebrate groups and some of the invertebrate groups. Can give key characteristics of the five vertebrate groups and some invertebrate groups. Can give examples of flowering and non-flowering plants. Can use classification keys to identify unknown plants and animals. Can create classification keys. Can give a number of characteristics that explain why an animal belongs to a particular group.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials Knowledge	**Expressive Arts and Design** **ELG: Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with	To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses		**States of Matter** To compare and group materials together, according to whether they are solids, liquids or gases	To compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity and response to magnets.	

	colour, design, texture, form and function	To describe the simple properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple properties.	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		To 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 To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. To use knowledge of solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. To give reasons based on evidence from comparative tests for the particular uses of everyday materials including metals, wood and plastic. To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials and this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.	
Key vocabulary	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through.	wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff. Rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.		Solid, liquid, gas, state, change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle, matter, air, oxygen, ice, water, water vapor, steam, heated, heat, cooled, cool, temperature, degrees Celsius, melt, melting point, freeze, freezing point, solidify, boil, boiling point, evaporate, evaporation, condense, condensation, precipitation, infiltration.	Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/not reversible, change, burning, rusting, new material.	
Key indicators	Can talk about simple similarities and differences between two materials.	Can label a picture/diagram of an object made from different materials.	Can name an object, say what material it is made from, identify properties and make a link between property and use.		Can create a concept map, including arrows linking the key vocabulary. Can name properties of solids, liquids and gases.	Can explain everyday uses of material e.g. how bricks, wood, glass are used in buildings.	

	Can begin to recognise and name basic properties of materials	Can describe the properties of materials. Can sort materials using their properties. Can test evidence to answer a question.	Whilst changing a shape of an object can describe the actions used. Can use suitable vocabulary. Simple tests relevant to properties. Describe similarities and differences.		Can give everyday examples of melting and freezing. Can give everyday examples of evaporation and condensation. Can describe the water cycle. Can give reasons to justify why something is a solid liquid or gas. Can give examples of things that melt/freeze and how their melting points vary from their observations, can give the melting points of some materials. Using their data, can explain what affects how quickly a solid melts. Can measure temperatures using a thermometer. Can explain why there is condensation on the inside the hot water cup but on the outside of the icy water cup from their data, can explain how to speed up or slow down evaporation. Can present their learning about the water cycle in a range of ways e.g. diagrams, explanation, model.	Can explain what dissolving is, giving examples. Can name equipment used for filtering and sieving. Can use knowledge of liquids, gases and solids to suggest how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving. Can describe simple reversible and non-reversible changes to materials, giving examples. Can create chart/table grouping materials using properties. Suggest appropriate material for purpose. Can explain results from investigations involving dissolving and non-reversible change	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rocks and Soils <u>Knowledge</u>				To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock.			

				To recognise that soils are made from rock and organic matter.			
Key vocabulary				Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb, water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil.			
Key indicators				Can name some types of rock and give physical features of each. Can explain how a fossil is formed. Can explain that soils are made from rocks and also contain living/dead matter. Classify rocks in a range of ways using scientific vocabulary. Test properties of rocks. Show understanding of how fossils were formed, Can identify plant/animal matter in soil, test water retention of soils.		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Changes Knowledge	**Understanding the World** **ELG: The Natural World:** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	To observe changes across four seasons. To observe and describe weather associated with the seasons and how day length varies.					
Key vocabulary	spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining,	Weather (sunny, rainy, windy, snowy etc) Seasons (winter, summer, spring, autumn) sun, sunrise, sunset, Day length					

	storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers						
Key indicators	Can describe the weather outside and suggest what they might wear and what they might see. Can comment on the environment e.g. the leaves have fallen off the tree, there is a puddle.	Can name four seasons and identify when in the year they occur. Can observe and describe weather in different seasons. Can describe days being longer in summer and shorter in winter. Present data in tables charts and compare seasons.					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light Knowledge	**Understanding the World** **ELG: The Natural World:** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	*See Seasonal Changes* *See Animals Including Humans* *See Plants* *See Materials*	*See Seasonal Changes* *See Animals Including Humans* *See Plants* *See Materials*	To recognise we need light in order to see things and that dark is the absence of light To know that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect your eyes. To recognise that shadows are formed when light from a source is blocked by an opaque object. To find patterns in the way that the shadows change.			To recognise that light appears to travel in straight lines. To 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 To 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 To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Key vocabulary	Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source	*See Seasonal Changes* *See Animals Including Humans* *See Plants* *See Materials*	*See Seasonal Changes* *See Animals Including Humans* *See Plants* *See Materials*	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.			Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, refraction, medium, dense.

Key indicators	Can identify sights in their environment	*See Seasonal Changes* *See Animals Including Humans* *See Plants* *See Materials*	*See Seasonal Changes* *See Animals Including Humans* *See Plants* *See Materials*	Can describe how we see objects in lights and can describe dark as the absence of light. Know it is dangerous to look at the sun. Define transparent, translucent, and opaque. Can describe how shadows are formed. Predict what materials will be more/less visible.			Can describe with diagrams how light travels in straight lines, either from sources or reflected from other objects into our eyes. Can describe with diagrams how light travels in straight lines past translucent or opaque objects to form a shadow of the same shape.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sound Knowledge	**Understanding the World** **ELG: The Natural World:** Explore the natural world around them, making observations				To identify how sounds are made, associating some of them with something vibrating. (Vibration stations) To recognise that vibrations from sounds travel through a medium to the ear. (String phones) To find patterns between pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sound gets fainter as the distance from the sound source increases		
Key vocabulary	sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar				Sound, source, vibrate, vibration, travel, pitch, volume, faint, loud, insulation.		

Key indicators	Can identify sounds in their environment				Can describe different types of objects producing different sounds and that the sound is produced by vibration in the object. Can describe sounds travelling through different mediums such as air, water, metal. Can find patterns between pitch and volume and the features of the object producing it. Can recognise that sounds get fainter as the distance from the sound source increases. Can explain what happens when you strike a drum or pluck a string- use diagrams to show. Demonstrates how to increase/decrease pitch and volume.		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces Knowledge	**Understanding the World** **ELG: The Natural World:** Explore the natural world around them, making observations			To compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To 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. To describe magnets as having two poles.		To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (The act of gravity on our lives) To identify the effects of air resistance, water resistance and friction, which act between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	

				To predict whether two magnets will attract or repel each other, depending on which poles are facing.			
Key vocabulary	float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce			Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel. Magnetic material, metal, iron, steel, poles, north pole, south pole.		Force, Gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears, Newton, up thrust, opposing, streamline, brake, cog, weight, mass.	
Key indicators	Children will be able to play with a range of toys of varying sizes made of different materials and fit them together in different ways such as twisting, pushing, slotting or magnetism. Can manipulate playdough in different ways. Children can talk about forces and movements observed in their outdoor environment			Give examples of forces in everyday life. Give examples of objects moving differently on different surfaces. Name a range of magnets and show how the poles attract and repel. Can draw diagrams using arrows to show the attraction and repulsion between the poles of magnets. Can use results to describe how objects move on different surfaces. Can use results to make predictions. Can use some classification to know some metals are not magnetic. Use test data to rank magnets.		Can demonstrate the effect of gravity acting on an unsupported object. Can give examples of friction, water resistance and air resistance. Can give examples of when it is beneficial to have high or low friction, water resistance, and air resistance. Can demonstrate how pulleys, levers and gears work.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Electricity Knowledge	There are no longer specific areas linking to technology in the EYFS, however, pupils will explore electrical toys and devices as				To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying		To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of

	part of the EYFS provision.				and naming its basic parts, including cells, wires, bulbs, switches and buzzers To 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 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors		buzzers and the on/off position of switches. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To use recognised symbols when representing a simple circuit in a diagram.
Key vocabulary					Electrical, appliance, mains, plug, circuit, component, cell, battery, positive, negative, connect/connectors, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol, voltage, current.		Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage.
Key indicators					Can name the components in a circuit. Can make an electric circuit. Can control a circuit using a switch. Can name some metals that are conductors. Can name materials that are insulators. Can communicate structures of circuits using drawings. Can incorporate a switch. Can add a circuit with a switch to a DT project and demonstrate how it works.		Make circuits to solve particular problems e.g. how to make the door bell louder. Carry out fair tests exploring changes in circuits Make circuits that can be controlled. Understand electricity symbols and draw circuits. Understand how switches work. Understand electrical hazards. Understand how cells/batteries work.

					Can describe how a switch works.		Understand voltage.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth and Space <u>Knowledge</u>						To describe the movement of the Earth and other planets, relative to the sun in the solar system. To describe the movement of the moon relative to the Earth. To describe the Sun, Earth and Moon as approximate spherical bodies. To use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.	
<u>Key vocabulary</u>						Earth, sun, moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune, Pluto (dwarf planet), spherical, solar system, rotates, star, orbit, planets, axis, night, day, season, galaxy. Meteorite, celestial.	
<u>Key indicators</u>						Can show using diagrams the movement of the Earth and moon. Can explain the rotation of the Earth and how this causes night and day. Can explain evidence gathered about the position of shadows in terms of movement of the Earth. Can explain how a sundial works. Can explain why we have time zones.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Evolution and Inheritance <u>Knowledge</u>							To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<u>Key vocabulary</u>							Offspring, sexual reproduction, vary, variation, characteristics, suited, adapted, environment, inherited, species, fossils, adaptation, acquired characteristic, inherited characteristic, gene, natural selection, artificial selection.
<u>Key indicators</u>							Can explain the process of evolution. Can give examples of how plants and animals are suited to their environment. Can give examples of how an animal or plant has evolved over time e.g. penguin, peppered moth. Give examples of things that lived millions of years ago and the fossil evidence to support this. Can identify where offspring are not identical to their parents.