

Radcliffe Hall CE/ Methodist Primary School
Science Curriculum Progression

	<i>EYFS</i>	<i>Key Stage One</i>		<i>Key Stage Two</i>			
	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Planning and Predicting	<ul style="list-style-type: none"> Provide activities, such as cooking where talk is used to anticipate or initiate what children will be doing, e.g. "We need some eggs. Let's see if we can find some in here." 	<ul style="list-style-type: none"> Suggest what might happen and ways test ideas. 	<ul style="list-style-type: none"> With help, suggest some ideas and questions. Think about how to collect evidence. Suggest what might happen. Think about and discuss whether comparisons and tests are fair or unfair. 	<ul style="list-style-type: none"> Respond to suggestions. With help put forward ideas about testing. Make predictions. With help, consider what constitutes a fair test. With help plan and carry out a fair test. 	<ul style="list-style-type: none"> Recognise why it is important to collect data to answer questions. Suggest questions that can be tested. Put forward ideas about testing and make predictions. With help, consider what constitutes a fair test. 	<ul style="list-style-type: none"> Recognise that scientific ideas are based on evidence and creative thinking. Make predictions based on scientific knowledge. Suggest methods of testing including a fair test. Suggest how to collect evidence. Select suitable equipment. 	<ul style="list-style-type: none"> Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena. Make predictions based on scientific knowledge and understanding. Suggest methods of testing including a fair test and how to collect evidence, ensuring it is sufficient and appropriate.
Investigating and observing	<ul style="list-style-type: none"> Create opportunities for children to separate objects into unequal groups as well as equal groups. Provide collections of interesting things for children to sort, order, count and 	<ul style="list-style-type: none"> Make observations using appropriate senses. Explore using the five senses. Make simple comparisons and groupings. 	<ul style="list-style-type: none"> Make observations and comparisons using simple equipment, following simple instructions. Use first-hand experience and, with help, simple information sources to 	<ul style="list-style-type: none"> Make observations and comparisons. Measure length, volume of liquid and time in standard measures using simple measuring equipment. Use first-hand experience and simple 	<ul style="list-style-type: none"> Make relevant observations and comparisons. Make measurements of temperature, time and force as well as measurements of length. Begin to think about why measurements of length should be repeated. 	<ul style="list-style-type: none"> Carry out a fair test explaining why it is fair. Understand why observations and measurements need to be repeated. Select information from provided sources. 	<ul style="list-style-type: none"> Carry out a fair test identifying key factors to be considered. Make a variety of relevant observations and measurements using simple apparatus correctly. Decide when observations and measurements need to be checked, by

	<p>label in their play.</p> <ul style="list-style-type: none"> • Measure for a purpose. • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. 		<p>answer questions.</p>	<p>information sources to answer questions.</p>	<ul style="list-style-type: none"> • With help, carry out a fair test recognising and explaining why it is fair. 		<p>repeating, to give more reliable data.</p> <ul style="list-style-type: none"> • Select information from a range of sources.
<p>Recording, analysing and evaluating</p>	<ul style="list-style-type: none"> • Encourage children to record what they have done, e.g. by drawing or tallying. • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. 	<ul style="list-style-type: none"> • Communicate findings in simple ways. • Collect evidence to try to answer a question. 	<ul style="list-style-type: none"> • Record findings in simple ways including tables, graphs etc. • Say whether what happened was what was expected and draw simple conclusions. 	<ul style="list-style-type: none"> • Communicate findings in a variety of ways. • Say whether what happened was what was expected. • With help, identify simple patterns and suggest explanations. 	<ul style="list-style-type: none"> • Explain what the evidence shows in a scientific way and whether it supports predictions. • Suggest improvements in their work. 	<ul style="list-style-type: none"> • Communicate findings in a variety of ways. • Identify simple trends and patterns. • Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT. • Identify trends and patterns and offer explanations for these. • To draw conclusions and communicate them in appropriate scientific language. • Suggest improvements in 	<ul style="list-style-type: none"> • Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT. • Identify trends and patterns and results that do not appear to fit the pattern. • Provide explanations for differences in observations and measurements. • Draw conclusions and communicate them in appropriate scientific language. • Make practical suggestions for improving methods in their work giving suggestions.

						their work giving reasons.	
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Radcliffe Hall CE/ Methodist Primary School Science Curriculum Progression							
	EYFS	Key Stage One		Key Stage Two			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal changes	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 			Link to living things and their habitats: <ul style="list-style-type: none"> Recognise that environments can change and this can sometimes pose a danger to living things. 	Links to Earth and space: <ul style="list-style-type: none"> Use the idea of the Earth's rotation to explain night and day. 	
Plants	<ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them, making observations and drawing 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Can find out and describe how plants need water, light and a suitable temperature 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of a flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and 	Link to living things and their habitats: <ul style="list-style-type: none"> Recognise that things can be grouped in a variety of ways. Recognise that environments can change 	Link to living things and their habitats: <ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals. 	Link to living things and their habitats: <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based

	<p>pictures of animals and plants.</p>		<p>to grow and stay healthy.</p>	<p>growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>and this can sometimes pose a danger to living things.</p>		<p>on similarities and differences, including microorganisms, plants and animals.</p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics.
<p>Animals including humans</p>	<ul style="list-style-type: none"> Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. Begin to understand the need to respect and care for the natural environment and all living things. Make healthy choices about food, drink, activity and toothbrushing. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a 	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and

		<p>variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>animals have skeletons and muscles for support, protection and movement.</p>	<p>chains, identifying producers, predators and prey.</p>		<p>lifestyle on the way their bodies function</p> <ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans.
<p>Everyday materials (Y1)</p> <p>Uses of everyday materials (Y2)</p>	<ul style="list-style-type: none"> Provide a range of natural materials for children to arrange, compare and order. Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines. Provide resources for joining things together and combining materials. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Link to rocks:</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter. <p>Link to forces and magnets:</p> <ul style="list-style-type: none"> Observe how magnets attract or repel each other and attract some 	<p>Link to states of matter:</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). 	<p>Link to properties and changes of materials:</p> <ul style="list-style-type: none"> 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. Name some materials that will dissolve in liquid to form a solution, and describe how to 	

		simple physical properties.		materials and not others. <ul style="list-style-type: none">• 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.		recover a substance from a solution. <ul style="list-style-type: none">• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.• Demonstrate that dissolving, mixing and changes of state are reversible changes.• Explain that some changes result in the formation of new materials, and that this kind of change is not usually	
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						reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Living things and their habitats	<ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. 	<p>Link to plants:</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in 	<p>Link to plants:</p> <ul style="list-style-type: none"> 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. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		<p>their habitats, including micro-habitats.</p> <ul style="list-style-type: none"> 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. 				
Rocks	<ul style="list-style-type: none"> Provide a range of natural materials for children to arrange, compare and order. Explore collections of materials with similar and/or different properties. 	<p>Link to everyday materials:</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. 	<p>Link to uses of everyday materials:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. 	<p>Link to states of matter:</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. 	<p>Link to properties and changes of materials:</p> <ul style="list-style-type: none"> 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>Link to evolution and inheritance:</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

<p>Forces and magnets</p>	<ul style="list-style-type: none"> • Make use of outdoor areas to give opportunities for investigations of the natural world, e.g. chimes, streamers, windmills and bubbles to investigate the effects of wind. • Explore and talk about different forces they can feel 	<p>Link to KS1 design and technology:</p> <ul style="list-style-type: none"> • Explore and use mechanisms (for example levers, sliders, wheels and axles), in their products. 	<p>Link to uses of everyday materials:</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will 		<ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>Link to KS2 design and technology:</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
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				attract or repel each other, depending on which poles are facing.			
Light	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore how things work. • 		<p>Link to plants:</p> <ul style="list-style-type: none"> • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 		<p>Link to properties and changes of materials:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Sound	<ul style="list-style-type: none"> • Phase 1 phonics: • Environmental sounds 	Link to KS1 music:			<ul style="list-style-type: none"> • Identify how sounds are 	Link to KS2 music:	

	<ul style="list-style-type: none"> • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending and segmenting • Use all their senses in hands - on exploration of natural materials. • Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 			<p>made, associating some of them with something vibrating.</p> <ul style="list-style-type: none"> • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for arrange of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other 	
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						<p>musical notations.</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop and understanding of the history of music. 	
States of Matter	<ul style="list-style-type: none"> • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate and cooking eggs. • Provide a range of materials and objects to play with that work in different ways for different purposes, e.g. 	<p>Link to everyday materials:</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 	<p>Link to uses of everyday materials:</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for 	<p>Link to KS2 geography:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes 	<ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and 	<p>Link to properties and changes of materials:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity 	

	<p>egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		<p>particular uses.</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>, and earthquakes, and the water cycle.</p>	<p>measure or research the temperature at which this happens in degrees Celsius (°C).</p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>(electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> • Name some materials that will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state. 	
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<p>Electricity</p>	<ul style="list-style-type: none"> Explore how things work. 				<ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and 	<p>Link to KS2 design and technology:</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products (for example, series circuits, incorporating switches, bulbs, buzzers and motors). 	<ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.
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					associate metals with being good conductors.		
Earth and Space	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. 	<p>Link to seasonal changes:</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 				<ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	
Properties and changes of materials	<ul style="list-style-type: none"> Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate and cooking eggs. 	<p>Link to everyday materials:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday 	<p>Link to uses of everyday materials:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including 			<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, 	

	<ul style="list-style-type: none"> • Provide a range of materials and objects to play with that work in different ways for different purposes, e.g. egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. 	<p>materials, including wood, plastic, glass, metal, water, and rock.</p>	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 			<p>transparency, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> • Name some materials that will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and 	
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						<p>changes of state are reversible changes.</p> <ul style="list-style-type: none"> • 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. 	
Evolution and Inheritance	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 		<p>Link to animals including humans:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. 	<p>Link to rocks:</p> <ul style="list-style-type: none"> • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	<p>Link to living things and their habitats:</p> <ul style="list-style-type: none"> • Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Link to animals including humans:</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally

							<p>offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none">• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
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