

|        | Understanding the world: The Natural World   | Understanding the world: The Natural World                 | Understanding the world: The Natural World  | Personal, Social and Emotional Development – managing self   |
|--------|--|--|---|--|
| EYFS   | Exploring materials through box modelling.   | Exploring materials through drawing, painting and collage. | Investigating changes in ice. Investigating changes in materials when cooking and baking (heating, melting and freezing). | Identifying which clothes (materials) to wear in which season. Identifying the cleaning power of soap. |
| Year 1 | <b>Materials</b>   | <b>Rocks</b>   | <b>States of Matter</b>   |  |
|        | <ul style="list-style-type: none"> <li>• I can identify a variety of everyday materials.</li> <li>• I can describe the physical properties of a variety of everyday materials.</li> <li>• I can distinguish between an object and the material from which it is made.</li> <li>• I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> |  |   |  |
| Year 2 | <ul style="list-style-type: none"> <li>• I can compare and group materials according to whether they are solids, liquids or gases and name their properties.</li> <li>• I can describe the properties of materials using scientific vocabulary.</li> <li>• I can investigate the thermal insulation of different materials.</li> <li>• I can compare and group materials based on their</li> </ul>             |  |   |  |

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|        | <p>response to magnets.</p> <ul style="list-style-type: none"> <li>• I know that some materials dissolve in a liquid to make a solution.</li> <li>• I can predict how I could separate mixtures.</li> <li>• I can explain why some changes are irreversible.</li> </ul> |  |  |
| Year 3 |   | <ul style="list-style-type: none"> <li>• I can compare and group materials according to whether they are solids, liquids or gases and name their properties.</li> <li>• I can describe the properties of materials using scientific vocabulary.</li> <li>• I can investigate the thermal insulation of different materials.</li> <li>• I can compare and group materials based on their response to magnets.</li> <li>• I know that some materials dissolve in a liquid to make a solution.</li> <li>• I can predict how I could separate mixtures.</li> <li>• I can explain why some changes are irreversible.</li> </ul> |  |
| Year 4 |   |  | <ul style="list-style-type: none"> <li>• I can identify solids, liquids and gases.</li> <li>• I can take accurate measurements using thermometers.</li> <li>• I can observe that some materials change state when they are heated or cooled.</li> <li>• I can identify the part played by evaporation and condensation in the water cycle.</li> <li>• I can associate the rate of evaporation with temperature.</li> </ul> |

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| Year 5 | <ul style="list-style-type: none"><li>• I can compare and group materials according to whether they are solids, liquids or gases and name their properties.</li><li>• I can describe the properties of materials using scientific vocabulary.</li><li>• I can investigate the thermal insulation of different materials.</li><li>• I can compare and group materials based on their response to magnets.</li><li>• I know that some materials dissolve in a liquid to make a solution.</li><li>• I can predict how I could separate mixtures.</li><li>• I can explain why some changes are irreversible.</li></ul> |  |  |
| Year 6 |  |  |  |