

YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>EVERYDAY MATERIALS PHYSICS/CHEMISTRY</p>	<p>The three Prime ELGs of Communication & Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World ELG 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</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 Find out how the shapes of solid objects made from some materials can be changed.</p>	<p>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>	<p>Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through 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</p>	

PROGRESSIVE VOCABULARY	material properties	material natural man-made	material solid squashing bending twisting stretching	smooth rough flexible rigid porous absorbent transparent opaque	smooth rough flexible rigid porous absorbent transparent opaque	invent inventor material purpose	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES				Explore different areas of the school looking for different uses of materials	Explore the best material to make a drawbridge/rein for a horse		Application of knowledge and skills to selecting the appropriate materials to make a drawbridge/rein. To identify the different uses of materials
END POINT	Children will be able to identify the different properties of materials	Children will be able to identify natural materials	Children will be able to describe how the shape of materials can be changed	Children will be able to identify materials around the school and in the outside areas	Children will select the most appropriate material to make a roof for a drawbridge/reins	Children will be able to name inventors and the materials they produced	

