**Science- progression**

**Rocks**

|  |
| --- |
| **Reception:** |
| Year 1: N/A  Recap – |
| Year 2: N/A  Recap - |
| Year 3:   * **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   **Working Scientifically**   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries and fair tests * 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   **Link to Teacher Assessment Framework**   * The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution. * The pupil can group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.   Recap -  **Vocabulary:** Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent  **Working scientifically vocabulary**: research (relevant questions), scientific enquiry, fair test, comparative test, careful observations, gather data, classify, present, record (drawings, labelled diagrams, tables), oral explanations, conclusion, prediction, differences, similarities, keys, secondary sources. |
| Year4: N/A  Recap |
| Year 5: N/A  Recap – |
| Year 6: N/A  Recap – |