**Science- progression**

**Rocks**

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| **Reception:**  |
| Year 1: N/ARecap –  |
| Year 2: N/ARecap -  |
| 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/ARecap  |
| Year 5: N/ARecap –  |
| Year 6: N/ARecap –  |