**Science- progression**

**States of Matter**

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| **Reception:**  |
| Year 1: N/ARecap –  |
| Year 2: N/ARecap -  |
| Year 3: N/ARecap -  |
| Year4:* **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**

**Working Scientifically*** asking relevant questions and using different types of scientific enquiries to answer them
* setting up simple practical enquiries and fair tests
* setting up comparative tests
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
* reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
* identifying differences, similarities or changes related to simple scientific ideas and processes
* using straightforward scientific evidence to answer questions or to support their findings.

**Links to Teacher Assessment Framework:*** The pupil can describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle.

Recap **Vocabulary:** Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating**Working scientifically vocabulary:** scientific enquiry, comparative test, fair test, systematic, careful observation, equipment - thermometer, data (gather, record), classify, record (drawings, labelled diagrams, keys, bar charts, tables), Oral and written explanations, conclusion, predictions, differences, similarities, changes, evidence, interpret |
| Year 5: Recap –  |
| Year 6: Recap –  |