

### Chemistry Progression Overview

Will explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.			
Will demonstrate that dissolving, mixing and changes of state are reversible changes.			
Will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.			
Will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.			
Will recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution			
Will 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.			
Will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			
Will 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).			
Will compare and group materials together, according to whether they are solids, liquids or gases.			
Will know that materials can look and feel different, and the shapes of solid objects can be changed by squashing, bending, twisting and stretching			
Will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses			
Will compare and group together a variety of everyday materials on the basis of their simple physical properties.	Will be able to identify compare renewable and non-renewable energy sources, making connections to the benefits of renewable in terms of impact on climate and Earth as a source of limited resources, and strategies to reduce use of non-renewable	Will compare and contrast seasons	
Will describe the simple physical properties of a variety of everyday materials	Will participate in activities which explore different ways of producing and using renewable energies	Will comment on new life that begins in Spring	
Will understand and distinguish between an object and the material from which it is made	Will understand the benefits of looking after our planet, e.g., turning off taps when brushing teeth and washing their hands and turning off lights	Will observe and describe weather associated with the seasons and how day length varies.	Will recognise that soils are made from rocks and organic matter.
Will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Will describe simple ways in which we can keep our immediate environment clean and safe for humans and animals.	Will observe changes across the four seasons	Will describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Will know that some materials are more suitable than others for a chosen purpose	Will know that there are different bins to put waste into, such as compost bins, waste bins and recycling bins. Pupils will begin to understand how this has an impact on their wider world	Will be able to select appropriate clothing choices for the season and begin to give simple reasons for their choices	Will group together different kinds of rocks on the basis of their appearance and simple physical properties
Will experience a variety of different materials in their immediate environment	Will explore activities using recycled materials	Will explore activities related to Summer, Winter, Autumn and Spring	Will compare different kinds of rocks
<b>Materials + states of matter</b>	<b>Earth - sustainability</b>	<b>Earth – seasonal change</b>	<b>Rocks</b>
<b>Chemistry</b>			