

Conceptual Knowledge - Chemistry

All material in the universe is made of very small particles.	
EYFS	<ul style="list-style-type: none"> The same thing (water) can look different when it is hot or cold (ice).
Year 1	<ul style="list-style-type: none"> Objects have a purpose and are made of different materials.
Year 2	<ul style="list-style-type: none"> All the 'stuff' encountered in everyday life, including air, water and different kinds of solid substances, is called matter. Different materials are recognisable by their properties. Materials have different properties, which make them suitable for specific purposes. Matter can exist in three different states: as solids, liquids and gases. The amount and type of substance does not change when the matter changes state.
Year 3	
Year 4	<ul style="list-style-type: none"> If a material could be divided into smaller and smaller pieces, it would be found to be made of particles, which smaller than can be seen even with a microscope. These particles are not in a material; they are the material. The particles of a substance are arranged differently when it is solid, liquid or gas. Properties of materials can be physical (such as hardness) or chemical (such as toxicity).
Year 5	<ul style="list-style-type: none"> A pure substance is one that contains only one type of particle. A mixture is created when two or more substances are mixed. The two types of particles are mixed together, but the particles themselves stay the same.
Year 6	<ul style="list-style-type: none"> A chemical change is where a new substance - that is made of a different type of particle - is formed.

Science Progression at Nova Primary Academy

Conceptual Knowledge - Physics

	Objects can affect each other at a distance	Changing the movement of an object requires a net force to be acting on it	The total amount of energy in the Universe is always the same, but energy can be transformed when things change or are made to happen.	Our solar system is a very small part of one of millions of galaxies in our universe.
EYFS	<ul style="list-style-type: none"> Magnets can attract or repel other magnets. Magnets attract objects made of magnetic materials. 	<ul style="list-style-type: none"> We can push and pull objects to make them move. Magnets can be used to make other magnets and magnetic materials move. 	<ul style="list-style-type: none"> We have to push or pull objects to make them move; they do not move on their own. 	<ul style="list-style-type: none"> Naming the Sun, Earth and Moon
Year 1				<ul style="list-style-type: none"> Daytime is when the Earth is facing the Sun; nighttime is when the Earth is facing away from the Sun
Year 2		<ul style="list-style-type: none"> We can move or change the shape of objects by pushing and pulling; by squashing, bending, twisting or stretching the materials. 	<ul style="list-style-type: none"> All living things need food to give them energy. All food chains start with a producer (a living thing that makes its own food). The arrows in a food chain show where energy is being transferred from and to 	
Year 3	<ul style="list-style-type: none"> Objects can affect other objects even when they are not in contact with them. Light reaches our eyes, even though the light source may be far away. The non-contact force of magnetism mean magnets can attract or repel other magnets and attract objects made of magnetic materials. 	<ul style="list-style-type: none"> Forces act in pairs. Forces acting against each other are opposing. If opposing forces equal, they are balanced, and the object's motion will stay the same; this includes staying stationary. If opposing forces are unequal, they are unbalanced will change an object's speed, direction or shape. Friction is a force that will slow an object down. Friction is an example of a contact force. 		<ul style="list-style-type: none"> The Sun emits light, some of which reaches Earth. The Moon reflects light from the Sun.
Year 4	<ul style="list-style-type: none"> Sound comes from objects that vibrate and can be detected at a distance from the source, because the air or other material around is made to vibrate. 		<ul style="list-style-type: none"> The arrows in a food web show where energy is being transferred from and to. 	

	Sounds are heard when the vibrations in the air reach our ears.		<ul style="list-style-type: none"> A cell in a complete circuit can make a bulb light or buzzer sound. This will not happen without a cell. 	
Year 5	<ul style="list-style-type: none"> The non-contact force of gravity pulls objects towards the centre of the Earth. 	<ul style="list-style-type: none"> There is gravitational force between all objects, but it is only felt when one or more of the objects has a very large mass. The greater the mass, the greater the gravitational force. Objects on Earth are pulled to the centre of the Earth because the Earth's mass and therefore gravitational force is much larger than that of the objects. The downward force of gravity on an object on the Moon is less than that on Earth because the Moon has less mass on Earth. 	<ul style="list-style-type: none"> Many processes and phenomena are explained in terms of energy exchanges. Energy cannot be created or destroyed. When energy is transferred from one object to others, the total amount of energy in the universe remains the same; the amount that one object loses is the same as the other objects gain. Two examples of energy stores are thermal stores and chemical stores of energy. Energy resources - but not energy - can be depleted. 	<ul style="list-style-type: none"> Our Sun is one of many stars that make up the Universe. The distances between us and the bodies in solar system is huge, and even bigger in the Universe.
Year 6			<ul style="list-style-type: none"> Energy resources can be renewable (such as wind, solar, geothermal and hydrological) or non-renewable (such as fossil fuels). All organisms respire. 	

Science Progression at Nova Primary Academy
Conceptual Knowledge - Geology

	The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth's surface and its climate. - Earth Science	The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth's surface and its climate. - the environment
EYFS	<ul style="list-style-type: none"> • Describing the natural things in our local area. • Geographical features include beach, hills, forest, sea and river. 	<ul style="list-style-type: none"> • We experience different types of weather in different seasons (focus on spring and winter). • Types of weather include sunny, rainy, windy, and snowy.
Year 1	<ul style="list-style-type: none"> • Geography: We live on the Earth. • Geography: Physical features occur in nature and include river, forest, soil and hills. • Geography: Coastal areas are areas of land that are near the sea. Features in coastal areas include beach, cliff, sea and ocean. • Science: Some plants grow in soil. 	<ul style="list-style-type: none"> • Science: The weather can change rapidly. The four different seasons have different weather patterns.
Year 2	<ul style="list-style-type: none"> • Geography: Features of hot deserts include rocks, sand dunes and oases. Features of cold deserts include mountains and ice sheets. • Geography: Rivers travel from highland areas to lowland areas. Physical features around rivers include valleys, mountains, hills and vegetation. 	<ul style="list-style-type: none"> • Geography: The weather is short-term. Climate is long-term summary of the weather conditions. • Geography: Precipitation is the fall of water as rain, sleet, snow or hail. • Geography: Deserts are places where there is very little precipitation. • Science: There is air all around us on Earth. Air has oxygen in it. • Science: Global warming describes the increase in average temperatures on Earth.
Year 3	<ul style="list-style-type: none"> • Science: Rocks are formed when placed under pressure. • Science: Much of the solid surface of the Earth is covered in soil, which is a mixture of pieces of rock of various sizes and the remains of organisms. Some soil also contains air, water and some nutrients. • Science: There are three main kinds of rock, igneous, sedimentary and metamorphic, with different composition and properties. 	<ul style="list-style-type: none"> • Science: Air has carbon dioxide in it.

	<ul style="list-style-type: none"> • Geography: There are several mountain ranges in the UK. • Geography: The Earth has four layers. Its upper layer of tectonic plates move. • Geography: Shield and composite volcanoes can form at plate boundaries, which produce lava, pyroclastic flows and lahars. • Geography: Soil is rich with nutrients around volcanoes. 	
Year 4		<ul style="list-style-type: none"> • Science: The water cycle involves evaporation of water from oceans and condensation of water, which falls as precipitation. • Geography: The layer of air around the Earth is called the atmosphere. • Geography: Atmospheric circulation causes some areas on Earth to have higher levels of precipitation than others. • Geography: Tropical rainforests are places where there is lots of precipitation.
Year 5	<ul style="list-style-type: none"> • Geography: Examples of natural resources include wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. • Geography: Natural resources are unevenly distributed across the world and can be renewable or non-renewable (finite). • Geography: The upper course of a river is in high, mountains ground and the river is narrow and fast flowing. The lower course of a river is in low, flat ground and the river is wide and slow flowing. The middle course is between the two. • Geography: Rivers erode, transport and deposit to form waterfalls, meanders and floodplains. 	<ul style="list-style-type: none"> • Science: Air is a mixture of lots of different gases, including oxygen and carbon dioxide. • Geography: The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. • Geography: Water cycle: Evaporation from the air and transpiration from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. • Geography: Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. • Geography: Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. • Science: There is less and less air further away from the Earth's surface.

		<ul style="list-style-type: none">• Geography: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change.• Geography: The increase in frequency of extreme weather events like heatwaves and drought as a result of climate change.
Year 6	<ul style="list-style-type: none">• Geography: Use of fossil fuels to create plastics, and the effects this can have on the Earth.	<ul style="list-style-type: none">• Geography: Mitigation and adaptation are ways that humans can reduce and live with the effects of climate change.

Science Progression at Nova Primary Academy
Conceptual Knowledge - Biology

	Organisms are organised on a cellular basis.	Organisms require a supply of energy and materials for which they are often dependent on or in competition with other organisms.	Genetic information is passed down from one generation of organisms to another.	Diversity of organisms, living and extinct, is the result of evolution	Organisms are healthy when physically, mentally and socially well and free from disease.
EYFS		<ul style="list-style-type: none"> There is a wide variety of living things on Earth, including plants and animals. 	<ul style="list-style-type: none"> Young animals grow into adult animals. The young look similar, but not the same, as the adults. 	<ul style="list-style-type: none"> There are many different kinds of plants and animals in the world today. 	<ul style="list-style-type: none"> Humans need to practise good hygiene, like brushing teeth and washing hands.
Year 1	<ul style="list-style-type: none"> Plants are organised with roots, stem, leaves and flowers. 	<ul style="list-style-type: none"> Living things, including humans, react to their surroundings with their senses. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> There are lots of types of animal, and some types can be grouped as amphibians, birds, fish, mammals and reptiles. 	<ul style="list-style-type: none"> Humans have five senses. Some people have impairments, like visual and hearing impairments.
Year 2		<ul style="list-style-type: none"> All living things need food, oxygen, water and certain temperature conditions. Most plants make their own food. Animals' food comes from eating plants (herbivores) or by 	<ul style="list-style-type: none"> Plants and animals reproduce (have offspring). A species is a group of living things of the same type. 	<ul style="list-style-type: none"> Biodiversity describes all the different living things in an area. Living things are adapted to their environments. If the environment changes, the organisms may no 	<ul style="list-style-type: none"> Humans need to exercise, practise good hygiene and eat a healthy and balanced diet to stay healthy. Their diet should be high in fruits and vegetables and low in fats, sugar and salt.

		<p>eating animals (carnivores), which have eaten plants or other animals. These relationships can be represented in a food chain.</p> <ul style="list-style-type: none"> • Plants and animals are often dependent on each other. • Organisms are adapted to their environment. If conditions in a habitat change, organisms may not be able to survive. • Organisms move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN). 		<p>longer be adapted and may struggle to survive.</p>	
Year 3	<ul style="list-style-type: none"> • Humans are organised with organs like hearts and lungs, which do particular jobs. The skeleton and muscles allow the body to move. 	<ul style="list-style-type: none"> • Plants make their own food using sunlight, carbon dioxide and water. 	<ul style="list-style-type: none"> • When there are no living individuals of a species to reproduce, the species is extinct. • When a plant reproduces, it goes through stages of pollination, fertilisation and seed dispersal. The seed 	<ul style="list-style-type: none"> • We know about extinct and dead species from fossils. These are the preserved remains (or traces) of organisms that lived many years ago. • To help scientists make sense of the diversity of 	<ul style="list-style-type: none"> • A balanced diet includes the right proportions of the main food groups of carbohydrates (starch and sugars), proteins, fats, fibre, vitamins and minerals.

			will then germinate and grow into a plant.	organisms, they are classified into different groups. Each group has similar features.	<ul style="list-style-type: none"> Animals, including humans, may get diseases (like scurvy) if they are deficient in vitamins and minerals
Year 4		<ul style="list-style-type: none"> The feeding relationships between organisms can be represented as food chains and food webs. They show where the energy is being transferred from and to. 	<ul style="list-style-type: none"> A species is a group of one type of organism. Individuals in this group can breed with each other to produce offspring that can go on to reproduce. 	<ul style="list-style-type: none"> A species is a group of one type of organism. Individuals in this group can breed with each other to produce offspring that can go on to reproduce. 	<ul style="list-style-type: none"> Bacteria are tiny living things. Some are useful for humans, and some can cause diseases. Bacteria can cause tooth decay. Humans with hearing loss may use closed captions, hearing aids and/or sign language. Some substances are toxic; this means they can be poisonous. Humans and other organisms need to avoid these to stay healthy.
Year 5	<ul style="list-style-type: none"> A cell is the smallest building block of living things. All organisms are made of cells. There are lots of different types of cell (e.g. sex cells), which each have different purposes 	<ul style="list-style-type: none"> Energy is transferred to the Earth by light. When making their own food, plants transfer some of this energy to their chemical store. As other organisms eat these producers, some energy in 	<ul style="list-style-type: none"> An organism's genome is the information that controls how that individual organism will develop. In sexual reproduction, two parents contribute to the formation of offspring. They each pass down half their 	<ul style="list-style-type: none"> Although organisms of the same species are very similar, there is variation within them. 	<ul style="list-style-type: none"> Healthy development includes cognitive, physical, social and emotional development. Most of this happens during infancy and childhood. Ageing happens naturally, and can be sped up by

		<p>this chemical energy store is transferred.</p>	<p>genome through specialised cells called sex cells. The two halves are combined during fertilisation. While it inherits genetic information from both parents, the offspring's genome is distinct, which means the offspring is not identical to a parent.</p> <ul style="list-style-type: none"> • Asexual reproduction involves only one parent. In this process, the offspring's genome is an exact copy of the parent's genome. The offspring is identical to the parent. 		<p>environmental factors like smoking.</p> <ul style="list-style-type: none"> • Some adults are unable to become pregnant. IVF and other treatments can be used.
<p>Year 6</p>	<ul style="list-style-type: none"> • Micro-organisms are organisms that are so small that we cannot see them with our eyes alone. <ul style="list-style-type: none"> • Respiration takes places in cells 	<ul style="list-style-type: none"> • Living things move, reproduce, are sensitive to their surroundings, grow, respire, excrete, and need nutrition (MRS GREN). 		<ul style="list-style-type: none"> • Variation exists within species, caused by genetic and environmental factors. • Living things are found in certain environments because they have the features that enable them to survive there. This adaptation to their environment has come about because of the small differences that occur 	<ul style="list-style-type: none"> • Visual impairments include long and short sightedness, colour vision deficiency, and blindness. Some of these can be corrected, and some people with visual impairments will use Braille, magnifying devices, canes and/or guide dogs. • Being healthy means we are in a state of physical,

				<p>during reproduction, resulting in some individuals being better suited to the environment than others. In the competition for materials and food, those that are better adapted will survive and are more likely to pass on their adapted feature to their offspring. Fossils are evidence of evolution.</p>	<p>mental and social well being and are free from disease. Some drugs can help us and some can harm us (particularly in the wrong quantities).</p>
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Science Progression at Nova Primary Academy

Disciplinary Knowledge

	Scientific Attitudes & Planning	Measuring & Observing	Recording & Presenting	Analysing & Evaluating
EYFS	<ul style="list-style-type: none"> • Make predictions about what might happen when I try something. 	<ul style="list-style-type: none"> • Measure/observe using senses. • Observe using a magnifying glass safely. 	<ul style="list-style-type: none"> • Use hoops to classify objects based on simple criteria. 	<ul style="list-style-type: none"> • Notice patterns in the world around me.
Year 1	<ul style="list-style-type: none"> • Scientists look for patterns in the world around them. • Scientists group objects or living things based on their properties. • Scientists conduct secondary research to learn from what other scientists have already learned. 	<ul style="list-style-type: none"> • Gather information from text/ books/ images. 	<ul style="list-style-type: none"> • Record numerical or descriptive observations in a table. • Draw a diagram, a simple scientific drawing that explains or informs. • Use a table to classify items based on properties. • Use a Carroll diagram to classify items based on properties. • Use a Venn diagram to classify items into two or three sets based on properties. 	<ul style="list-style-type: none"> • Make simple statements about the results of an enquiry.
Year 2	<ul style="list-style-type: none"> • It is important that we keep as much as we can the same, apart from the one thing we measure and the one thing we change. • Make a prediction based on substantive knowledge. • There are four main stages of enquiry (A&P, M&O, R&P, A&E). 	<ul style="list-style-type: none"> • Make systematic observations of an object. 	<ul style="list-style-type: none"> • Use a pair of axes to classify items based on the extent it displays two properties. 	<ul style="list-style-type: none"> • Ask further questions that could be explored to extend findings.

	<ul style="list-style-type: none"> • Scientists identify potential hazards in their experiments and plan ways to reduce them. 			
Year 3	<ul style="list-style-type: none"> • Select most appropriate equipment to measure (the variables) that will give you the best chance of an accurate result. • A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same. • Scientists identify factors in an investigation that should be controlled, and try to find ways to control them. • Write an appropriate method. • Science is studied as three disciplines: biology (study of organisms), chemistry (study of materials) and physics (study of energy). 	<ul style="list-style-type: none"> • Gather information from the internet. • Anomalous results should be discarded and rerecorded. • Data is repeatable if the same person repeats the investigation and gets the same results; data is reproducible if the investigation is repeated by a different person and the results are the same. • Taking multiple readings allows you to see if your data is repeatable, and helps identify outliers. 	<ul style="list-style-type: none"> • Design a table to collect data with the appropriate number of rows and columns and correct headings. 	<ul style="list-style-type: none"> • Draw conclusions (e.g. 'the greater the... , the greater the...'). • Use scientific understanding to explain their findings. • Suggest ways to improve practical procedures to obtain more accurate measurements. • Use findings of investigation to make further predictions.
Year 4	<ul style="list-style-type: none"> • Set a hypothesis to test. • Draw diagram of the investigation. • Scientists use models to help explain their ideas. 	<ul style="list-style-type: none"> • Gather information using a data logger (e.g. sound meter app; heart rate app). 	<ul style="list-style-type: none"> • Use a classification key to identify an object. • Draw a dichotomous classification key to help others identify an object. 	<ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas.

			<ul style="list-style-type: none"> • Drawings can be labelled and annotated • Present information orally using a prop or demonstration. • Present information in a written format. • Draw labelled and annotated diagrams. 	
Year 5	<ul style="list-style-type: none"> • Science is studied as three disciplines: biology (study of organisms), chemistry (study of properties of matter and how it interacts with energy) and physics (study of energy). • Scientists look for patterns in data to try to identify correlations. 	<ul style="list-style-type: none"> • Measure force using a Newton meter. 	<ul style="list-style-type: none"> • Scatter graphs can help you decide if there is a relationship between two variables. • (Geography: Interpret and construct climate graph). • Line graphs can be used when data is continuous; bar charts can be used when data is discrete. 	<ul style="list-style-type: none"> • Make judgements on the accuracy of the data • Some people may agree or disagree with the use of some scientific discoveries. • Science is never 'complete' and scientists are always working to make models more accurate or to discover new explanations.
Year 6		<ul style="list-style-type: none"> • Taking multiple readings allows you to see if your data is repeatable, helps identify outliers and allows a mean to be calculated. 	<ul style="list-style-type: none"> • Decide which graph is most appropriate for the enquiry. 	Calculating the mean can be used as a method of analysing data.