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| CHEMISTRY | | | | |
| EYFS | KS1 | | LKS2 | UKS2 |
| **40-60 months**  • I look closely at similarities, differences, patterns and change  **Early Learning Goal**  • I know about similarities and differences in relation to objects and materials  • I can talk about changes  **Exceeding statements**  • I know the properties of some materials and can suggest some of the purposes they are used for | Year 1  **Everyday materials**  • I can describe an object including the material it is made from  • I can identify and name a variety of common materials inc. wood, plastic, glass, metal, water and rock  • I can talk about and describe the properties of different materials  • I can compare materials and sort them into groups, explaining my reasons. | Year 2  **Everyday materials**  • I identify and compare the suitability of materials for particular uses inc. wood, metal, plastic, glass, brick, rock, paper and cardboard  • I can describe the changes to some materials by squashing, bending, twisting and stretching.  • I can begin to describe ways to sort materials *e.g. gas/liquid/solid.*  • I can begin to recognise that some changes can be reversed (reversible) and others cannot  (non-reversible) | Years 3 and 4  **Rocks**  • I can compare and group rocks according to their appearance and simple physical properties  • I can describe in simple terms how fossils are formed (living things trapped between  rocks)  • I can explain that soils are made from rocks and organic matter  **States of matter**  • I can classify and describe materials according to whether they are solids, liquids or gases  • I can describe the differences between the properties of different materials.  • I can say how some materials change state when they are heated or cooled  • I know that different substances melt at different temperatures  • I can measure or research the temperature at which a specific material changes state in degrees Centigrade  • I know how evaporation and condensation play a part in the water cycle  • I know how the rate of evaporation in the water cycle is linked to temperature  • I can make predictions about whether changes are reversible or not.  • I know how to separate some simple mixtures e.g. filtering, sieving, evaporation | Year 5  **Properties and changes of materials**  • I can compare and group materials according to their properties inc. hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets  • I can describe the properties of a range of solids including metal  • I can explain the relationship between liquids, solids and gases.  • I can identify a range of contexts in which condensation and evaporation take place.  • I can name some materials that will dissolve in liquid to form a solution  • I can describe how to recover a substance from a solution  • I can use scientific knowledge of solids, liquids and gasses to decide how mixtures could be separated, including through filtering, sieving and evaporating  • I can give scientific reasons based on comparative and fair  tests for the uses of everyday materials  • I can demonstrate some changes such as dissolving, mixing or changes in state are reversible  • I can discuss some irreversible changes and explain that some changes result in the formation of new materials |