Science Knowledge & Skills Progression

		Nursery	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Working Scientifically	**Questioning & Predicting**	✓ Begin to engage in open-ended activity and exploring with adult support ✓ Begin to handle tools safely such as magnifying glasses ✓ Talk through a problem with an adult and how they can overcome this ✓ Talk to an adult about the resources that they would like to use. ✓ Follow adults' lead with 'I wonder…' questions	✓ Engage in open-ended activity playing and exploring with increased independence ✓ Take a risk, engage in new experiences and learn by trial and error ✓ Find ways to solve problems/ find new ways to do things/test their ideas ✓ Handle equipment and tools effectively such as scissors and magnifying glasses ✓ Choose the resources they need for their chosen activity ✓ Create simple representations of events, people and objects ✓ Answer how and why questions about their experiences	✓ Ask simple questions while exploring the world (such as what something is, how things are similar/ different, which alternative is better, the ways things work, how things change and how they happen) and recognise they can be answered in different ways ✓ They will answer questions developed with the teacher through a scenario ✓ Where appropriate, use observations and ideas to suggest answers to questions	✓ Ask relevant questions, using their prior knowledge, and use different scientific enquiries to answer them ✓ The children answer questions posed by the teacher ✓ They independently use a range of sentence stems ✓ Start to make predictions ✓ Make sensible predictions ✓ Suggest possible further questions ✓ Where appropriate, use straight forward scientific evidence to answer questions and support their findings ✓ Recognise when other sources of information (secondary sources) will help answer questions that cannot be answered through practical investigations ✓ Identify the type of enquiry they have used to answer the question	✓ Children independently ask scientific questions, using scientific experience or on their developed understanding following an enquiry ✓ Use test results to make appropriate, linked predictions and ask further questions ✓ Make predictions for new values ✓ Identify scientific evidence that has been used to support or refute ideas or arguments ✓ Use a range of sources, including secondary, to support own evidence and talk about how scientific ideas have developed over time

Science Knowledge & Skills Progression

	Planning & Carrying Out Investigations			✓ Perform simple tests (tests to classify; comparative tests; pattern seeking enquiries; and make observations over time) ✓ The children are involved with planning how to use resources provided to answer the questions using different types of enquiry ✓ Recognise that questions can be answered in different ways ✓ Carry out pre-planned investigations – with support	✓ Set up simple practical enquiries (observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking) ✓ They follow ✓ Use different types of scientific enquiries to answer questions ✓ Select from a range of practical resources to gather evidence to answer questions generated by themselves of the teacher ✓ Identify differences, similarities or changes related to simple scientific ideas and processes	✓ They carry out fair tests, recognising and controlling variables ✓ Plan different types of scientific enquiries to answer questions ✓ They decide what observations or measurements to make over time and for how long ✓ They choose a type of enquiry to carry out and justify their choice ✓ Given a wide range of resources, the children decide for themselves how to gather evidence to answer a question ✓ Suggest sensible improvements to experiments ✓ Set up further comparative and fair tests in response to results

Science Knowledge & Skills Progression

		Nursery	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Working Scientifically	**Taking & Recording Observations, Measurements and Results**	See above.	See above.	✓ Observe closely to support identification, comparison and noticing change ✓ Use appropriate senses, aided by equipment such magnifying glasses, to make their observations ✓ Use simple equipment, such as sorting rings, a trundle wheel, hand lenses and egg timers ✓ They begin to take measurements, initially by comparisons, then using non-standard units ✓ Gather and record findings using simple scientific language, with support – demonstrate through verbal explanations, drawings, labels, short sentences, block graphs, tally charts and pictograms	✓ Start to make systematic and careful observations ✓ Where appropriate, take accurate measurements for length, time, temperature and capacity using standard units ✓ Use a range of equipment including hand lenses or microscopes, rulers, stop watches, tape measures, a trundle wheel force meters, and thermometers ✓ Gather and record data to help answer questions ✓ Start to record findings using simple scientific language ✓ Gather and record findings using simple scientific language – demonstrate through drawings, verbal explanations, writing, labelled diagrams, keys, bar charts and tables (they may begin to look at existing line graphs, but not create their own at this point)	✓ Make a series of observations, comparisons and measurements with precision ✓ Take measurements using a range of equipment, including hand lenses or microscopes, stop watches, tape measures, pulse meters, force meters, and thermometers, with increasing accuracy and precision ✓ Select measuring equipment to give the most precise results ✓ Know and explain when it is appropriate to take repeat measurements ✓ Gather, record, classify and present data in a variety of ways, using scientific language – demonstrate through verbal explanations, pictures, labelled diagrams, writing, keys, bar and line graphs and tables ✓ Choose the most appropriate method for recording data and results of increasing complexity ✓ Evaluate the reliability of their methods and suggest improvements

Science Knowledge & Skills Progression

	Explaining Results & Drawing Conclusions			✓ Talk about what they have found out ✓ Start to use simple scientific language in context ✓ Identify and classify objects as part of an investigation, identifying their own criteria for sorting	✓ Form sensible conclusions from findings, from observations they have made, measurements they have taken or information they have gained from secondary sources ✓ Classify and present data in a variety of ways to help in answering questions ✓ Report back on findings verbally and through written explanations, displays, presentations. ✓ Interpret their data to generate simple comparative statements based on their evidence ✓ They begin to identify naturally occurring patterns and causal relationships ✓ Suggest improvements to investigations	✓ Use scientific evidence to answer questions, based on observations they have made, measurements they have taken or information they have gained from secondary sources ✓ Talk about how their scientific ideas change due to new evidence that they have gathered ✓ Discuss whether other evidence (from other groups, secondary sources and their scientific understanding) supports of refutes their answer ✓ Talk about how new discoveries change scientific understanding

Science Knowledge & Skills Progression

		Nursery	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Physics	**Seasonal Changes**		✓ Understand and talk about some important processes and changes in the natural world around them, looking at the seasons as a cycle, knowing that the weather changes in the four seasons and describing what we see, hear and feel in the four seasons in comparison to one another ✓ Observe how animals behave differently as the seasons change Autumn - squirrels storing nuts and hedgehogs hibernating Winter - feeding birds and migration Spring - baby animals Summer - minibeasts hatching	✓ Observe changes across the four seasons ✓ Observe and describe weather associated with the seasons and how day length varies ✓ Know how to keep safe in the sun		

Science Knowledge & Skills Progression

	Light	✓ Exploring and creating shadows	✓ Explore and compare day and night ✓ Notice light and dark places in the immediate environment ✓ Observe and experience shadows - puppets and themselves ✓ Explore light travelling through transparent materials		✓ Recognise that light is needed in order to see things and that dark is the absence of light ✓ Notice that light is reflected from surfaces ✓ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ✓ Recognise that shadows are formed when the light from a light source is blocked by an opaque object ✓ Find patterns in the way that the size of shadows change	✓ Recognise that light appears to travel in straight lines ✓ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ✓ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ✓ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
	Forces & Magnets	✓ Explore and talk about different forces they can feel - pushes and pulls, exploring vehicles, prams, elastic bands, boats in water, toy on a string ✓ Explore how things work using mechanical toys - wind-up toys, pull back vehicles, turning handle toys ✓ Explore and talk about different forces they can feel - floating and sinking	✓ Observe and explore which materials (plastic, wood, fabric and metal) are attracted to a magnet ✓ Talk about the changes they notice for wood/ paper and plastic, for example when a material is put in to water - boats		✓ Compare how things move on different surfaces ✓ Notice that some forces need contact between two objects, but magnetic forces can act at a distance ✓ Observe how magnets attract or repel each other and attract some materials and not others ✓ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials ✓ Describe magnets as having two poles ✓ Predict whether two magnets will attract or repel each other depending on which poles are facing	✓ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ✓ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces ✓ Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Science Knowledge & Skills Progression

	Sound		✓ Explore making sounds in a variety of different ways - musical instruments and vocal		✓ Identify how sounds are made, associating some of them with something vibrating ✓ Recognise that vibrations from sounds travel through a medium to the ear ✓ Find patterns between the pitch of a sound and features of the object that produced it ✓ Find patterns between the volume of a sound and the strength of the vibrations that produced it ✓ Recognise that sounds get fainter as the distance from the sound source increases	
	Electricity				✓ Identify common appliances that run on electricity ✓ Construct a simple series electrical circuit identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers ✓ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ✓ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ✓ Recognise some common conductors and insulators, and associate metals with being good conductors	✓ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ✓ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ✓ Use recognised symbols when representing a simple circuit in a diagram

Science Knowledge & Skills Progression

	Earth & Space					✓ Describe the movement of the Earth and other planets relative to the sun in the solar system ✓ Describe the movement of the moon relative to the Earth ✓ Describe the sun, Earth and moon as approximately spherical bodies ✓ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Science Knowledge & Skills Progression

		Nursery	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Biology	**Animals**	✓ Discuss animals (pets) of their choice, focusing on what they look like	✓Describe animals (pets and farm animals) that they have seen in stories, videos or in person, focusing on where they live	✓ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ✓ Identify and name a variety of common animals that are carnivores, herbivores and omnivores ✓ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) ✓ Notice that animals, including humans have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)	✓ Know that they cannot make their own food – they get nutrition from what they eat ✓ Identify that animals, including humans, need the right types and amount of nutrition, including learning about the five main food groups ✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement ✓ Construct and interpret a variety of food chains, identifying producers, predators and prey	✓ Describe the ways in which nutrients and water are transported within animals (including humans)
	Humans	✓ Use our senses in hands on exploration of natural materials: seeds, leaves and plants *(body parts associated with senses will be learnt in year 1)* ✓ Name and identify common body parts, including head, arms, hands, fingers, legs, feet and toes	✓Name and identify common body parts, including elbows, knees, shoulders, ankles and neck ✓Explore how their own bodies can move	✓ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense ✓ Notice that humans have offspring which grow into adults ✓ Find out about and describe the basic needs for survival (food, water, air) ✓ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	✓ Identify that humans need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat ✓ Identify that humans have skeletons and muscles for support, protection and movement ✓ Describe the simple functions of the basic parts of the digestive system in humans ✓ Identify the different types of teeth in humans and their simple functions	✓ Describe the changes as humans develop to old age ✓ Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood ✓ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ✓ Describe the ways in which nutrients and water are transported within humans (and other animals)

Science Knowledge & Skills Progression

	Plants	✓ Plant seeds and bulbs and watch them to grow ✓ Care for growing plants ✓ Begin to understand the need to respect and care for the natural environment and living things ✓ Understand the key features of the life cycle of a plant	✓ Observe plants and trees in their immediate environment and begin to talk about what they need to grow	✓ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ✓ Identify and describe the basic structure of a variety of common flowering plants, including trees ✓ Observe and describe how seeds and bulbs grow into mature plants ✓ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	✓ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ✓ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant ✓ Investigate the way in which water is transported within plants ✓ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	

Science Knowledge & Skills Progression

	Living Things & their Habitats	✓Observe and understand the key features of animal lifecycles - caterpillars hatching and becoming butterflies (chicks every other year)	✓Explore the natural world around them making observations and drawing pictures of animals and plants Autumn – squirrels, hedgehogs, trees Spring - trees, blossom, daffodils, snowdrops, frogs, lambs and birds Summer - trees, flowers, minibeasts and farm animals ✓Know some similarities and differences (linked to habitats) between the natural world around them and contrasting environments - Arctic and Africa ✓ Describe animals (pets and farm animals) that they have seen in stories, videos or in person, focusing on where they live ✓ Know some similarities and differences (linked to habitats) between the natural world around them and contrasting environments – countryside and town	✓ Explore and compare the differences between things that are living, dead and things that have never been alive ✓ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ✓ Identify and name a variety of plants and animals in their habitats – including microhabitats ✓ Describe how animals obtain their food from plants and other animals using the idea of a simple food chain – identify and name different sources of food	✓ Recognise that living things can be grouped in a variety of ways ✓ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ✓ Recognise that environments can change and that this can sometimes pose dangers to living things	✓ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ✓ Describe the life processes of reproduction in some plants and animals ✓ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ✓ Give reasons for classifying plants and animals based on specific characteristics ✓ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ✓ Recognise that living things produce offspring, but normally offspring vary and are not identical to their parents ✓ Identify how animals and plants are adapted to suit their environment and that adaptations lead to evolution

Science Knowledge & Skills Progression

		Nursery	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Chemistry	**Rocks**	✓ Use our senses in hands on exploration of natural materials: different shells and pebbles from the beach			✓ Identify and describe three types of naturally occurring rock ✓ Know that that outer layer of the Earth is made for rock ✓ 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	

Science Knowledge & Skills Progression

	Materials	✓ Talk about the differences between materials and explore similar or different properties: wood, plastic, fabric and metal *(not naming or sorting at this stage)* ✓ Use all their senses in hands-on exploration of natural materials: bark and wood and shells and pebbles from the beach *(body parts associated with senses will be learnt in year 1)*	✓ Name materials based on their differences including wood, plastic, fabric and metal ✓ Observe and explore which of these materials are attracted to a magnet ✓ Talk about the changes they notice for wood/ paper and plastic, for example when a material is put in to water - boats	✓ Distinguish between an object and the material from which it is made ✓ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ✓ Describe the simple physical properties of a variety of everyday materials ✓ Compare and group together a variety of everyday materials on the basis of their simple physical properties ✓ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ✓ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		✓ Compare and group everyday materials based on their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism ✓ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ✓ Know some materials dissolve in liquid to form a solution and describe how to recover a substance from solution ✓ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ✓ Demonstrate that dissolving, mixing and changes of state are reversible changes ✓ Explain that some changes result in the formation of new materials and that these changes are not usually reversible eg: changes from burning or the action of acid on bicarbonate of soda

Science Knowledge & Skills Progression

	States of Matter	✓ Talk about the differences between materials – ice and the changes they notice – melting ✓ Cook and explore combining, heating and cooling ingredients	✓ Explore and observe ice melting and solidifying ✓ Explore and observe other substances (chocolate) melting and solidifying		✓ 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: measure or research the temperature at which this happens in degrees C (°C) ✓ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	✓ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Science Knowledge & Skills Progression

Key Vocabulary						
		Nursery	**Reception**	**Years 1 & 2**	**Years 3 & 4**	**Years 5 & 6**
Physics	**Seasonal Changes**		Spring, Summer, Autumn, Winter, weather, sun, rain, cold, frost, snow, ice, wind, frozen, colder, warmer, leaves, bare branches, buds, green leaves, buzzing, tweeting hibernation, collecting, storing, food, migration, warmer country, warmer weather, baby animals, hatching	seasons, months, Autumn, Spring, Winter, Summer, day length, sunlight, weather, wind, rain, frost, snow, frost, cold, coldest, frozen, ice, harvest, hibernation, migration, hedgehogs, dormice, bats, squirrels, birds, warmer, warmest, sun, alive, buds, lambs, daffodils, bumblebees, frogspawn, chicks, hatching, shadows, sun glasses, sun hat, sun cream, shade, hydrated, water		
	Light	light, shadow	day, night, light dark, sun, moon, awake, sleep, light, window, shade, shadow, transparent, light, glass, plastic		light source, dark, shadow, reflection/ reflect/ reflective, surface, opaque, transparent	light source, light wave, straight lines, pupil, reflect, shadow, opaque, transparent, translucent, prism, spectrum
	Forces & Magnets	push, pull, pull, wind, turn, float, sink	magnet, magnetic, sink, float, push		Force, push, pull, twist fiction, surface, roughness, friction motion, speed up, slow down, stop, magnet, magnetic, magnetic field, poles, North, South, repel, attract, metals, iron, nickel, colbalt *(gravity Is taught in year 5)*	force, friction, gravity, gravitational pull, air resistance, water resistance, surfaces, levers, pulleys, gears, theory
	Sound		tap, shake, scrape, loud, quiet, fast, slow		sound wave, vibration, instrument, volume, pitch, distance	

Science Knowledge & Skills Progression

	Electricity				simple series circuit, wire, battery, cell, bulb, buzzer, motor, switch, mains, appliance, conductor, insulator *(Note: cells and batteries are used interchangeably)*	simple series circuit, components, static, current, voltage, fuses, filament, resistance *(Note: cells and batteries are used interchangeably)*
	Earth & Space					sun, moon, planets, stars, solar system, Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, dwarf planet, asteroids, comets, day, night, orbit, rotate, tilt, axis, gravity, spherical bodies, phases of the moon

	Key Vocabulary					
		Nursery	**Reception**	**Years 1 & 2**	**Years 3 & 4**	**Years 5 & 6**
Biology	**Animals**	ears, tail, face, legs, paws		carnivore, herbivore, omnivore, nocturnal, offspring, spine, gills, fur, feathers, skin, scales, legs, wings, tail, ears, nose, beak, hands, claws, survival, water, food, air	carnivore, herbivore, omnivore, consumer, producer, predator, prey, nutrition, diet, carbohydrates, fruit and vegetables, protein, dairy, fats, sugar, vitamins, food chain, teeth, incisors, canines, pre-molars and molars, cut, tear, grind, crush, skeleton, bones, skull, jaw, spine, rib cage, pelvis, humerus, femur, support, protection, upright, vital organs, muscles, joints, contract, relax, abdominals,	

Science Knowledge & Skills Progression

					biceps, triceps, quadriceps, hamstrings	
	Humans	head, arms, hands, fingers, legs, feet and toes, smell, feel, see	see, hear, feel, smell, elbows, knees, shoulders, ankles, neck, jump, turn, bend, stretch	body, senses, touch, taste, smell, hear, see, skin, head, hair, mouth, teeth, nose, ears, eyes, neck, shoulders, arms, elbows, fingers, chest, legs, knees, feet, toes, survival, fruit, vegetables, meat, bread, pasta, cheese (etc), exercise, hygiene, germs, clean	digest, mouth, teeth, tongue, saliva, oesophagus, stomach, acid, small and large intestine, anus, calcium, fibre, water, teeth, incisors, canines, pre-molars and molars, cut, tear, grind, crush	circulatory system, heart, muscles, lungs, blood, oxygen, waste, blood cells, blood vessels, arteries, veins, organs, nutrients, cardiologist, balanced diet, carbohydrates, protein, dairy, fruit & vegetables, fats, sugar, nutrients, obesity, hydration, exercise, pulse, fitness, nicotine
	Plants	bulb, seed, plant, flower, soil, water, grow, soil	plant, water, rain, light, sun	deciduous, oak, ash, willow, evergreen, yew, holly, spruce, wild plants, dandelion, daisy, nettles, ivy, garden plants, pansy, rose, lavender, fuchsia, trunk, blossom, petal, flower, leaf, fruit, bulb, seed, bud, branch, stem, roots, Autumn, Spring, mature plants, water, light, temperature, growth	air, light, water, nutrients, transport, roots, stem, trunk, leaves, flowers, life cycle, pollination, pollinator, seed formation, seed dispersal, germination, stigma, stamen, petal	
	Living Things in Their Habitats	life cycle, change, changing butterfly - egg, chrysalis/ cocoon, butterfly chicks- egg, hatch, chick, hen	squirrels, hedgehogs, trees, blossom, flowers, daffodils, snowdrops, minibeasts, farm animals, frogs, lambs, birds, hot, cold, snow, ice, rain, wind, habitat, pig – sty, horse – stable, cow – shed, sheep – field, duck – pond, rabbit – hutch, fish – bowl, hamster –	habitat, living, dead, alive, grassland, desert, mountain, living conditions, survival, food source, shelter, protection, life processes, suited, ocean, polar, coral reefs, food chains, eaten by, food source, water pollution, Britain, gardens, parks, woodland, coastland,	classification key, habitat, vertebrate, invertebrate, flowering, non-flowering, population, deforestation, pollution, deforestation, nature reserve, conservation	micro-organism, fungi, bacteria, virus, vertebrate, invertebrate, reptile, amphibian, mammal, fish, bird, exoskeleton, insects, spiders, snails worms, moss, fern, confiers, shrubs flowering, non-flowering, seeds, life cycle, life process, reproduction, reproduce, naturalist

Science Knowledge & Skills Progression

			cage, houses, roads, fields, farms, rivers	moorland, microhabitat, stones, logs, leaf litter, lawn, pond, tree, light, temperature, moisture		
	Evolution & Inheritance					evolution, natural selection, adaptation, inheritance, genes, DNA, palaeontologist, species, reproduction, offspring, characteristics, appearance, variation

Science Knowledge & Skills Progression

		Key Vocabulary				
		Nursery	**Reception**	**Years 1 & 2**	**Years 3 & 4**	**Years 5 & 6**
Chemistry	**Rocks**	Big, small, hard, soft, rough, smooth			Granite, sandstone, limestone, marble, slate, chalk, clay, brick, concrete, igneous, metamorphic, sedimentary, hard, soft, rough, smooth, shiny, dull, permeable, crystals, molten rock, pressure, durable, fossils, organic matter, weathering, erosion, decompose, compost	
	Materials	biig, small, hard, soft, rough, smooth	hard, soft, rough, smooth, magnet, magnetic, wet, dry, sink, float, push	wood, metal, plastic, glass, brick, rock, glass, rubber, paper, cardboard, fabrics, elastic, foil, water, squashing, bending, twisting, stretching, transparent, opaque, waterproof, absorbent, hard, soft, rough, smooth, flexible, shiny, dull, stretchy, stiff, bendy		Dissolve, soluble, solution, particles, sieving, filtering, evaporation, reversible changes, irreversible changes, separate, solid, liquid, gas
	States of Matter	change, icy, cold, wet, warmer, cooler, heat, cool, melt/ melting, water, cook	change, liquid, solid, cold, warm, melt, solidify		water vapour, condensation, precipitation, evaporation, substance matter, solid, liquid, gas, particles, boiling point, melting point	