

Progression in science knowledge

Animals including humans

EYFS	<ul style="list-style-type: none"> • Make observations of animals, talk about changes and explain why changes occur. • Look at different animals and their body parts. Talk about why they have them e.g. beak, wings, leg. • Talk about the differences between animals, categorising animals into groups. • Adult and baby animals; how animals grow and change. • What different animals eat. • Diurnal and nocturnal animals • Life cycles • Name and describe some animals – make observational drawings of these. 	
	National curriculum statements	Progression statements
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> • name the main body parts of a human • describe the role of the main body part of a human • describe which body parts allow us to see, hear, taste, smell and touch • sort known animals into fish, amphibians, reptiles, birds and mammals • give examples of fish, amphibians, reptiles, birds and mammals • identify similarities and differences between fish, amphibians, reptiles, birds and mammals • use evidence from investigations to give examples of animals in the local environment • identify and name a variety of common animals that are carnivores, herbivores and omnivores
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> • identify healthy food choices • describe the basic needs of animals, including humans (water, food, air) • describe what I should do to stay healthy • describe why hygiene is important and what I need to do to stay hygienic • describe the main stages in the life cycle of at least 3 animals, including humans

Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify that animals, including 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 and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> • identify appropriate diets for different animals • describe the main food groups • plan a healthy menu • describe why different animals, including humans, have different diets • understand that animals, including humans, cannot make their own food; they get nutrition from what they eat • describe the role of the skeleton in humans • describe the role of muscles in humans • compare animals with and without skeletons • predict what would happen if a human didn't have a skeleton
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • Construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> • label the main parts of the digestive system in humans • describe the function of the main parts of the digestive system in humans • describe the process of digestion in humans • design and evaluate models of the digestive system in humans • identify the different types of teeth in humans • describe how to look after my teeth • compare the teeth of herbivores and carnivores • use the evidence from investigations to explain what will happen if I don't look after my teeth • construct and interpret food chains, identifying producers, predators and prey
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age • Draw a timeline to indicate stages in the growth and development of humans • Learn about the changes experienced in puberty 	<ul style="list-style-type: none"> • describe how humans change as they get older • describe the changes that happen to female and male bodies at puberty • use evidence from my research to show how the weight and mass of a baby changes over time • use evidence from my research to show the differences in the gestation period of different animals • draw a timeline to indicate stages in the growth and development of humans
Year 6 (The human body)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • label the main parts of the circulatory system • describe the function of the heart, blood vessels and blood • describe how the heart pumps blood around the body • describe how water and nutrients are transported around the body • describe a healthy lifestyle

	<ul style="list-style-type: none"> • Describe the ways in which nutrients and water are transported within animals, including humans • Explore questions to understand how the circulatory system enables the body to function • Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body • Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health 	<ul style="list-style-type: none"> • explain how the structure of the heart allows it to pump blood around the body • explain what could happen to me if I have an unhealthy diet and don't exercise • explain the dangers of alcohol, smoking and drugs on the human body
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Seasonal change

EYFS	<ul style="list-style-type: none"> • Discuss features of the environment and how environments may vary from one another. • Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. • Explore the natural world around them by using all senses - visit Old Priory Gardens throughout the year to look at changing seasons. • Observe how animals behave as seasons change. 	
	National curriculum statements	Progression statements
Year 1	Pupils should be taught to: <ul style="list-style-type: none"> • Use their observations to describe how plants, including trees, change each season • Use their observations to describe how the weather and day length change over the seasons 	<ul style="list-style-type: none"> • use my observations to describe how plants, including trees, change each season • use my observations to describe how the weather and day length change over the seasons

Evolution and inheritance

	National curriculum statements	Progression statements
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution • Find out about how Charles Darwin and Alfred Wallace developed their ideas on evolution 	<ul style="list-style-type: none"> • recognise that living things have changed over time and use fossil evidence to explain what life was like on Earth millions of years ago • I can explain how the fossils provide evidence for evolution • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution • I can find out about how Charles Darwin and Alfred Wallace developed their ideas on evolution

Plants

EYFS	<ul style="list-style-type: none"> • Make observations of plants, talk about the changes they see and explain why changes occur. • Examine change over time, for example, by growing plants. • Talk about the parts of plants, including leaves, roots, stem, petal, and what happens to them. • Name and describe some plants – make observational drawings of these. 	
	National curriculum statements	Progression statements
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • Use their local environment throughout the year to explore and answer questions about plants growing in their habitat • Observe the growth of plants they have planted 	<ul style="list-style-type: none"> • sort objects, including twigs, flowers and leaves, based upon observable features • identify and name a variety of common wild and garden plants • sort leaves into deciduous and evergreen • use scientific vocabulary to name the different part of a plant (flower, blossom, petal, root, leaf, stem, trunk, bulb, seed, branches) • identify similarities and differences between different plants • use evidence from my investigations to describe how plants change as they grow

Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • describe what happens to a seed or bulb after it is planted • describe the life cycle of a flowering plant • use evidence from investigations to identify what a seed needs to germinate • use evidence from investigations to identify what a plant needs to grow and stay healthy • compare germination and growth between seeds and bulbs
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use scientific vocabulary to name the parts of a flower • identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) • describe how the structure of each part of the plant is linked to its function • describe how plants can grow in different habitats look different to each other • describe how water is transported through a plant • describe the process of pollination in plants • describe how seeds are produced • describe how seeds are dispersed • use evidence from investigations to suggest the best conditions required by different plants for growth • use evidence from investigations to explain how seeds are dispersed

Living things and habitats

EYFS	<ul style="list-style-type: none"> • Different animal habitats. 	
	National curriculum statements	Progression statements
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • identify living, dead and non-living objects in my local environment • use the terms habitat and micro-habitat accurately • name habitats that are not found in my local environment • describe the habitats and micro-habitats in my local environment, identifying and naming a variety of plants and animals found there • describe how the plants and animals in my local environment are suited to their habitat

	<ul style="list-style-type: none"> • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> • compare plants and animals that live in my local environment with those found in other environments • explain how plants and animals (in my local environment) depend on each other • use simple food chains to show how animals depend on plants and other animals for food
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise that living things (including those in the locality) 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 • Explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation 	<ul style="list-style-type: none"> • sort plants into flowering plants and non-flowering plants • group animals into vertebrates and invertebrates • identify the features of fish, amphibians, reptiles, birds and mammals • sort invertebrates into snails and slugs, worms, spiders and insects • use keys to identify plants and animals in my local environment • describe the impact of humans have had on my local environment • describe how my local environment could be improved for plants and animals • develop my own keys to identify plants and animals in my local environment • recognise that environments can change and that this can sometimes pose dangers to living things • explore examples of human impact on environments (both positive and negative), e.g. positive effects of nature reserves and negative effects of deforestation • construct and interpret food chains, identifying producers, predators and prey
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the process of sexual reproduction in animals • describe sexual reproduction in plants • describe how plants can produce asexually • describe similarities and differences between the life cycles of different plants • identify similarities and differences between the life cycles of different animals • explain how differences between plants enable them to survive in different conditions

		<ul style="list-style-type: none"> • use evidence from investigations to find out which parts of a plant can reproduce asexually
Year 6 (Classification)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics 	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences of plants and animals • explain why organisms are placed in different groups • classify animals into commonly found invertebrates and vertebrates • describe how variations between individuals of same species occur • use evidence from my observations to show that characteristics can be passed from parents to offspring • explain why characteristics that give animals and plants advantages can lead to adaptations • explain how plants and animals have adapted to their environments, leading to evolution

Materials

EYFS	<ul style="list-style-type: none"> • Sort materials using criteria such as soft, hard, flexible, plastic, wood, metal. • Investigate which materials are waterproof and which are not waterproof, which are strong and which are weak; which materials melt in the sun and which do not; which will float or sink; which are recyclable and which are not. • Explore natural processes – ice melting, sounds causing vibrations, light travelling through transparent material, shadows, magnets, floating and sinking. 	
	National curriculum statements	Progression statements
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • identify and name everyday materials • recognise objects and state what material they are made from • describe everyday materials • use scientific vocabulary to describe everyday materials • identify similarities and differences between materials • sort objects into groups based on their physical properties • compare materials based on their physical properties • explain why certain materials are used to make specific objects • use evidence from investigations to suggest materials for specific purposes

<p>Year 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • Find out about people who have developed useful new materials, for example, John Dunlop, Charles Macintosh or John McAdam 	<ul style="list-style-type: none"> • identify several uses for some everyday materials • use pushes and pulls to change the shape of some materials • describe how some useful new materials were developed • explain why everyday materials have several uses • explain why different materials are sometimes used to make the same object • compare the uses of everyday materials in different locations • use evidence from investigations to suggest creative and unusual uses for everyday objects • use evidence from investigations to describe how the shape of some solid objects can be changed by squashing, bending, twisting and stretching • Find out about people who have developed useful new materials e.g. John Dunlop
<p>Year 3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • sort rocks and soils into groups based on their appearance • identify fossils and the type of rock they are found in • describe fossils I have observed • describe how different types of soil form • describe how fossils are formed • give examples of living things that can be found in fossils • compare the physical properties of different rocks • record observations to show how some rocks change over time • classify rocks using a hand lens or microscope to look at their structure • explain how fossils tell us about prehistoric life • explain how fossils show us that life on Earth has changed • use evidence from investigations to compare different rocks and soils
<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore a variety of everyday materials and develop simple descriptions of the states of matter • 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 	<ul style="list-style-type: none"> • identify materials as being solid, liquid or gas • describe the physical properties of a solid, a liquid and a gas • record observations to describe how a material changes when it is heated or cooled • use the terms melting, boiling and freezing correctly • use the terms evaporation and condensation correctly • measure the temperature at which materials change state • describe the role of evaporation and condensation in the water cycle

	<ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> use evidence from investigations to suggest how the rate of evaporation changes with temperature
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of properties including hardness, solubility, transparency and conductivity (electrical and thermal) and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes 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 Explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes Explore changes that are difficult to reverse, for example burning, rusting and other reactions, for example vinegar with bicarbonate of soda 	<ul style="list-style-type: none"> group everyday materials based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets compare everyday materials based on hardness, solubility, transparency, conductivity and response to magnets describe how chemicals create new materials and give examples explain how the development of new materials has impacted on our lives use evidence from investigations to explain why materials are used for specific purposes use the results from investigations to compare the electrical conductivity of materials use the results from investigation to compare the thermal conductivity of materials record observations to describe what happens when a material is added to a liquid describe how to make a simple solution describe how to separate solids of different sizes describe how to separate a solid from a liquid describe how to recover a solid from a solution use the terms evaporating, filtering and sieving correctly accurately use the terms melting and dissolving when observing physical changes describe a chemical change as being one where a new material is made use evidence from investigations to suggest how to separate different mixtures use evidence from investigations to show that dissolving, mixing and changes of state are reversible use evidence from investigations to show that rusting and burning produce new materials use evidence from investigations to show that adding acid to bicarbonate of soda is a chemical reaction accurately predict whether changes are reversible or not

Forces and magnets

	National curriculum statements	Progression statements
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • describe changes in moving objects e.g. cars going faster, slowing down, changing direction • describe how objects move on different surfaces • I can sort materials into magnetic and non-magnetic • describe how pushes and pulls can be used to change the speed of movement of an object • describe how some pushes and pulls need contact between objects • describe how some pushes and pulls act at a distance • carry out a simple test to measure the strength of a magnet • identify the two poles of a magnet • describe how magnets attract and repel • use evidence from my investigations to compare how objects move on different surfaces • use the results of investigations to identify and predict how magnets will behave • use my observations of the world around me to describe how magnets are used and make suggestions for other uses of magnets
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall toward 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, pulley and gears, allow a smaller force to have a greater effect • Explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall • Explore the effects of friction on movement and find out how it slows or stops moving objects • Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation 	<ul style="list-style-type: none"> • identify the pushes and pulls acting on an object • identify forces including gravity, friction, air and water resistance • identify objects that use levers, pulleys and gears • describe the effect of pushes and pulls on an object • describe the effects of forces including gravity, friction, air and water resistance • use evidence from my investigations to explain the effect of air resistance on how objects fall • I can use evidence from my investigations to explain the effect of friction on the movement of objects • use evidence from my investigations to explain how the shape of an object affects water resistance • use results from my investigations to show that levers, pulleys and gears allow a smaller force to have a greater effect

Electricity

	National curriculum statements	Progression statements
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 good conductors 	<ul style="list-style-type: none"> • sort materials into electrical conductors and insulators • identify common appliances that run on electricity (mains and battery) • describe how to use electricity safely • construct and draw a picture of a simple electrical circuit • I can construct a circuit which turns a lamp on and off • name the parts of a circuit – including cells, wires, bulbs, switches and buzzers • predict whether a material is likely to be an electrical conductor or insulator and explain my choice • use results from my investigations of simple electrical circuits to predict whether a circuit will work or not • use results from my investigations to describe what happens when you change the number of bulbs or cells in a circuit
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • Construct simple circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors • Learn how to represent a simple circuit in a diagram using recognised symbols 	<ul style="list-style-type: none"> • identify and draw recognised circuit symbols • construct simple circuits from circuit diagrams • draw simple circuit diagrams using recognised circuit symbols • use evidence from my investigations to describe the relationship between the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit • use results of my investigations to describe what happens when you change components in a circuit • apply my knowledge of simple circuits to solve everyday problems

Light and sound

EYFS	<ul style="list-style-type: none"> Investigate how to make bigger and smaller shadows 	
	National curriculum statements	Progression statements
Year 3	Pupils should be taught to: <ul style="list-style-type: none"> Recognise that they need light 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 	<ul style="list-style-type: none"> identify different sources of light recognise that I need light in order to see things describe what I can see in the absence of light notice that light is reflected from surfaces describe how light from the sun can be dangerous and state what I need to do to protect my eyes describe how shadows are formed use the results of my investigations to describe how to change the shape and size of a shadow
Year 4	Pupils should be taught to: <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sound travel through a medium to the ear Find patterns between 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 	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sound travel through a medium to the ear identify sources of sound describe how different musical instruments make sound describe how sounds travel to my ear use the terms pitch and volume accurately find patterns between pitch of a sound and features of the object that produces it describe what happens when you move away from the source of a sound use evidence from my investigations to describe how sounds travel through different materials use the results of my investigations to describe how to change the sound (pitch and volume) an object makes use results of my investigations to describe the relationship between vibrations and sound use my knowledge of sound to create a musical instrument
Year 6	Pupils should be taught to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> provide examples to demonstrate that light travels in straight lines use my knowledge about the way light travels to explain how we see objects

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use my knowledge about the way light travels to explain the shape of shadows • use my observations of the world around me to describe how mirrors can be used • use the results of my investigations to
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Earth and space

	National curriculum statements	Progression statements
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • Learn that the sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'swarf planet' in 2006) • Understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter as four large moons and numerous smaller ones) 	<ul style="list-style-type: none"> • identify the Earth, sun, moon and planets and recognise they are approximately spherical bodies • describe the movement of the Earth and other planets relative to the sun in the solar system • describe differences between the Earth, the moon and the sun • describe the key features of some planets • describe the movement of the moon relative to the Earth • explain day and night and the apparent movement of the sun across the sky • describe how our understanding of the solar system has changed • use a range of equipment to measure time (sundials, shadow clock, stopwatch) • use models to explain my understanding of the solar system (day/night, seasons, eclipses)