

*Science Progression Document*

Chemistry

	EYFS	Milestone 1	Milestone 2	Milestone 3
<i>To investigate materials</i>	<ol style="list-style-type: none"> <li><i>1. Talk about the differences between materials and changes they notice.</i></li> <li><i>2. Use all their senses in hands-on exploration of natural materials.</i></li> <li><i>3. Explore collections of materials with similar and/or different properties.</i></li> <li><i>4. Talk about what they see, using a wide vocabulary.</i></li> <li><i>5. Talk about the differences between materials and changes they notice.</i></li> <li><i>6. Explore the natural world around them.</i></li> <li><i>7. Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. Distinguish between objects and what they are made from</i></li> <li><i>2. Identify and name a variety of everyday materials</i></li> <li><i>3. Describe the physical properties of materials</i></li> <li><i>4. Compare and group materials based on their physical properties</i></li> <li><i>5. Find out how the shape of solid objects can be changed</i></li> <li><i>6. Compare and describe the suitability of a variety of materials</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. Compare and group rocks based on their physical properties</i></li> <li><i>2. Relate simple physical properties</i></li> <li><i>3. Describe formation of sedimentary fossils</i></li> <li><i>4. Recognise what soils are made from</i></li> <li><i>5. Compare and group materials into solids, liquids and gases</i></li> <li><i>6. Observe changes in materials when heated or cooled</i></li> <li><i>7. Identify the part played by evaporation and condensation in the water cycle</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. To compare and group materials</i></li> <li><i>2. To understand how some materials dissolve in liquid to form a solution</i></li> <li><i>3. Use knowledge of solids, liquids and gases to separate mixtures</i></li> <li><i>4. Give reasons, based on comparative tests, for the use of everyday materials</i></li> <li><i>5. Demonstrate that dissolving, mixing and changes state are reversible changes</i></li> <li><i>6. Explain how some changes result in the formation of new materials</i></li> </ol>