**Tarporley C of E Primary School**

**Progression in Science under the 2014 National Curriculum**

**Physics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **‘Big Idea’** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **1) There are contact and non-contact forces; these affect the motion of objects.** |  |  | 3.1.1 Compare how things move on different surfaces3.1.2 Notice that some forces need contact between two objects, but magnetic forces can act at a distance3.1.3 Observe how magnets attract or repel each other and attract some materials and not others3.1.4 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials3.1.5 Describe magnets as having two poles3.1.6 Predict whether two magnets will attract or repel each other, depending on which poles are facing |  | 5.1.1 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object5.1.2 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces5.1.3 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect |  |
| **2) Day, night, month, seasonal change & year are caused by the position and movement of the Earth** | 1.2.1 Observe changes across the four seasons1.2.2 Observe and describe weather associated with the seasons and how day length varies |  |  |  | 5.2.1 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system5.2.2 Describe the movement of the Moon relative to the Earth5.2.3 Describe the Sun, Earth and Moon as approximately spherical bodies5.2.4 Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky |  |
| **3) Light & sound can be reflected & absorbed and enable us to see & hear** |  |  | 3.3.1 Recognise that they need light in order to see things and that dark is the absence of light3.3.2 Notice that light is reflected from surfaces3.3.3 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes3.3.4 Recognise that shadows are formed when the light from a light source is blocked by a solid object3.3.5 Find patterns in the way that the size of shadows change | 4.3.1 Identify how sounds are made, associating some of them with something vibrating4.3.2 Recognise that vibrations from sounds travel through a medium to the ear4.3.3 Recognise that sounds get fainter as the distance from the sound source increases4.3.4 Find patterns between the pitch of a sound and features of the object that produced it4.3.5 Find patterns between the volume of a sound and the strength of the vibrations that produced it |  | 6.3.4 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them |
| **4) Electricity can make circuits work and can be controlled to perform useful functions** |  |  |  | 4.4.1 Identify common appliances that run on electricity4.4.2 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers4.4.3 Recognise some common conductors and insulators, and associate metals with being good conductors4.4.4 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 battery4.4.5 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit |  | 6.4.1 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit6.4.2 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 switches6.4.3 Use recognised symbols when representing a simple circuit in a diagram |