SCIENCE SKILLS PROGRESSION

ESSENTIAL KNOWLEDGE

KEY STAGE 1

Working Scientifically

During years 1 and 2, pupils will use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

YEAR 1

Plants

- 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.

Animals, including humans

- 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.

Everyday Materials

- 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.

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

YEAR 2

Living things and their habitats

- 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, and identify and name different sources of food.

Plants

- 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.

Animals, including humans

- 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

Uses of everyday materials

- 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.

ESSENTIAL KNOWLEDGE

LOWER KEY STAGE 2

Working Scientifically

During years 3 and 4, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings

YEAR 3

Plants

- 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.

Animals, including humans

- 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.

Rocks

- 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.

Light

- 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

YEAR 4

Living things and their habitats

- 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.

Animals, including humans

- 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.

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 (°C).
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- identify how sounds are made, associating some of them with something vibrating.
- recognise that vibrations from sounds travel through a medium to the ear.

- 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.

Forces and magnets

- 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.

- 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.

ESSENTIAL KNOWLEDGE

UPPER KEY STAGE 2

Working scientifically

During years 5 and 6, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

YEAR 5

Living things and their habitats

- 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.

Animals, including humans

- describe the changes as humans develop to old age.

Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, 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.

Earth and 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.

YEAR 6

Living things and their habitats

- 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.

Animals, including humans

- 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 animals, including humans.

Evolution and inheritance

- 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.

Light

- 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

- 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.

Electricity

- 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.

		Year 1/2	Year 3/4	Year 5/6
Working Scientifically	**Asking Questions**	Pupils should be taught to: a • ask simple questions and recognise that they can be answered in different ways	Pupils should be taught to: • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests	Pupils should be taught to: • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
	Measuring and Recording	Pupils should be taught to: • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions	Pupils should be taught to: • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions	Pupils should be taught to: • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
	Concluding	Pupils should be taught to: • identify and classify • use their observations and ideas to suggest answers to questions	Pupils should be taught to: • identify differences, similarities or changes related to simple scientific ideas and processes • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use straightforward scientific evidence to answer questions or to support their findings	Pupils should be taught to: • identify scientific evidence that has been used to support or refute ideas or arguments • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
	Evaluating		Pupils should be taught to: • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Pupils should be taught to: • use test results to make predictions to set up further comparative and fair tests

<table>
<tr><th>KS1</th><th>Year 1</th><th>Year 2</th><th>Year 3</th></tr>
<tr><td>Plants</td><td>Pupils should be taught to:
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
Key vocabulary
seed compost water sprout
bulb grow plant</td><td>Pupils should be taught to:
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
Key vocabulary
plant root water bean
leaf flower warmth nut
stem bud tree grow</td><td>Pupils should be taught to:
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
Key vocabulary
seed water soil filter
seedling compost light data logger
conditions variable prediction light sensor
observations recording results measurement
thermometer ruler table</td></tr>
<tr><td>Animals, including humans</td><td>Pupils should be taught to:
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
Key vocabulary
arm ankle wrist eyelid
elbow toes palm eyelashes
shoulder heel fingernails eyebrows
chest toenails head nose
waist hand hair nostrils
belly/tummy fingers neck mouth</td><td>Pupils should be taught to:
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
Key vocabulary
mammals birth observation milk
eggs nest description hatch
live young parents notes</td><td>Pupils should be taught to:
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
Key vocabulary
diet carnivore plant food
omnivore herbivore animal fish
invertebrate mammal bird reptile</td></tr>
</table>

	button hips bottom limbs leg knee foot *index finger* *middle finger* *ring finger* *little finger* thumb *knuckles* chin forehead cheeks *cheekbones* face eyes lips *gums* teeth tongue ears *ear lobes*		
Living things and their habitats		Pupils should be taught to: • explore and compare the difference 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 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 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 **Key vocabulary** alive, animal, earthworm, category, move, dead, plant, food, sort, senses, living, non-living, classify, natural, human, wormery, soil, chalk, sand, leaves	
Light			Pupils should be taught to: • recognise that they need light in order to see things and that the 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 a solid object

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find patterns in the way that the size of shadows changes

Key vocabulary
<table>
<tr><td>light</td><td>Sun</td><td>glow</td><td>reflected</td></tr>
<tr><td>dark</td><td>Moon</td><td>shine</td><td>light</td></tr>
<tr><td>night</td><td>torch</td><td>reflect</td><td>mirror</td></tr>
<tr><td>day</td><td>candle</td><td>sparkle</td><td>reflect</td></tr>
<tr><td>light source</td><td>lamp</td><td>shine</td><td></td></tr>
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<tr>
<td>Forces and Magnets</td>
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Pupils should be taught to:

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 on 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

Key vocabulary
<table>
<tr><td>force</td><td>force meter</td><td>pull</td><td>push</td></tr>
<tr><td>Newton</td><td>direction</td><td>speed</td><td>distance</td></tr>
<tr><td>twist</td><td>compress</td><td>stretch</td><td>shape</td></tr>
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<td>Seasonal Change</td>
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Pupils should be taught to:

observe changes across the four seasons.
observe and describe weather associated with the seasons and how day length varies.

Key vocabulary
<table>
<tr><td>weather</td><td>climate</td><td>temperature</td><td>fog</td></tr>
<tr><td>season</td><td>measure</td><td>wind</td><td>frost</td></tr>
<tr><td>spring</td><td>predict</td><td>rain</td><td>mist</td></tr>
<tr><td>summer</td><td>weather</td><td>rainfall</td><td>snow</td></tr>
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<tr>
<td></td>
<td>
autumn
winter
typical

forecast
weather
station
weather
satellite
sun

clouds
precipitation

thunder
symbol
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<td>Materials</td>
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Everyday Materials
Pupils should be taught to:
• 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.

Key vocabulary
material
appearance
texture
property
wood

stone
fabric
plastic
clay
rubber

metal
glass
paper
cardboard
rough

smooth
hard
soft
shiny
dull
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Uses of Everyday Materials
Pupils should be taught to:
• 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.

Key vocabulary
material
properties
force
wood
glass
metal
fabric

plastic
wool
stone
brick
rubber
opaque
malleable

transparent
hard
soft
bendy
(flexible)
rigid
elastic

rough
smooth
twist
stretch
bend
squash
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Rocks
Pupils should be taught to:
• 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.

Key vocabulary
criteria
appearance
texture
weight
rough
smooth

sharp
hard
lumpy
cracked
flaky
coarse

flat
round
layered
glassy
sparkling
polished

jagged
shiny
crystalline
sandy
fine
grainy
(granular)
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<tr><th></th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td>Living things and their habitats</td><td>Pupils should be taught to:
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
Key vocabulary
environment
urban
impact
human
structure
damage
positive
negative</td><td>Pupils should be taught to:
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
Key vocabulary
evidence
observation
measurement
life cycle
stage
offspring</td><td>Pupils should be taught to:
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
Key vocabulary
classification
kingdom
phylum
order
plants
flowering plants
conifers
ferns
reptiles
amphibians
arthropods
insects
arachnids
myriapods
crustaceans
sponges
mosses
algae
animals
vertebrates
invertebrates
mammals
birds
fish
annelids
flatworms
cnidarians
nematodes
echinoderms
molluscs
characteristic
species</td></tr>
<tr><td>Animals, including humans</td><td>Pupils should be taught to:
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.
Key vocabulary
tooth
teeth
carnivore
herbivore
omnivore
incisor
canine
pre-molar
molar
gum</td><td>Pupils should be taught to:
describe the changes as humans develop to old age.
Key vocabulary
life cycle
baby
toddler
child
birth
Pregnancy
teenager
adult
man
woman
old age
adolescence
maturity
grow
develop
die</td><td>Pupils should be taught to:
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 animals, including humans
Key vocabulary
blood
circulate
heart
red cells
white cells
plasma</td></tr>
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			blood type platelets nutrients oxygen transfusion microscope carbon dioxide clotting infection *haemoglobin*	transfusion
Evolution and Inheritance			Pupils should be taught to: • 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 **Key vocabulary** biography variation inherited natural selection survival naturalist voyage specimen adaptation evolution hypothesis	
States of Matter	Pupils should be taught to: • 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 (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Key vocabulary** state solid liquid gas shape volume fixed spread			

<table>
<tr>
<td>Earth and Space</td>
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<td>Pupils should be taught to:
• describe the movement of the Earth, and other planets, relative to the Sun.
• 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

Key vocabulary
Earth — orbit
Sun — sphere
planets — horizon</td>
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<td>Forces</td>
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<td>Pupils should be taught to:
• 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

Key vocabulary
force — fall
gravity — attract
speed — variation
acceleration — planet</td>
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<tr>
<td>Light</td>
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<td>Pupils should be taught to:
• 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</td>
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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

Key vocabulary
light
ray
beam
light source
data logger
light sensor
Lux
opaque
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<tr>
<td>Sound</td>
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Pupils should be taught to:

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

Key vocabulary
sound
hear
detect
hearing
sense
ear
noise
loud
soft
quiet
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<tr>
<td>Electricity</td>
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Pupils should be taught to:

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

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Pupils should be taught to:

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

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</table>

	• 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 **Key vocabulary** mains electricity, battery, electricity, appliance, electric shock, electrocution, wire, plug		**Key vocabulary** plug, mains electricity, battery, switch, bulb, motor, crocodile clips, wire	complete circ conductor insulator buzzer
Properties and changes of materials		Pupils should be taught to: • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, 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 **Key vocabulary** Property, material, aluminium, Glass, wood, Steel, rubber, Non metal, Ceramic, metal		