

Science Curriculum Knowledge Progression Map

Nursery					
Plants	Living things and their habitats	Animal including humans	Seasonal changes	Materials	Forces
<ul style="list-style-type: none"> • 2-3 can talk about some of the things they have observed with plants • 3-4 plant seeds and care for growing plants • 3-4 understand the key features of the life cycle of a plant 	<ul style="list-style-type: none"> • 3-4 begin to understand the need to respect and care for the natural environment and all living things • CofEL: Realise that their actions have an effect on the world, so they want to keep repeating them. 	<ul style="list-style-type: none"> • 2-3 can talk about some of the things they have observed with animals • 3-4 understand the key features of the life cycle of an animal 	<ul style="list-style-type: none"> • 2-3 explore and respond to different natural phenomena in the setting or on a trip • 3-4 comments and asks questions about aspects of their familiar world such as the place where they live or the natural world 	<ul style="list-style-type: none"> • 2-3 can talk about some of the things they have observed with objects found • 3-4 use all of their senses in hands on exploration of natural materials • 3-4 explore collections of materials with similar and/or different properties • 3-4 talk about the differences between materials and changes they notice • CofEL: sort materials 	<ul style="list-style-type: none"> • 3-4 explore and talk about different forces they can feel
School Context					
<ul style="list-style-type: none"> • Children learn to talk about trees in the local environment – when planting a fruit trees. • Children learn the conditions for plant growth by planting in the school allotments. 	<ul style="list-style-type: none"> • Children learn to take care of animals (feeding bird at the bird hive). 	<ul style="list-style-type: none"> • Children learn to talk about local wildlife through the use of the Wildlife camera. Sun safety and sun safety week. • Children will learn to understand the features of the life cycle with hatching caterpillars. • Children will learn about oral health and observe the changes in their bodies during exercise 	<ul style="list-style-type: none"> • Children learnt to look at changes in the local environment. Collecting natural materials related to the time of year (Forest School). 	<ul style="list-style-type: none"> • Children learn to bake stainless glass gingerbread cookies • Children learn to test different surfaces through rolling. 	<ul style="list-style-type: none"> • Children learn to test different surfaces when rolling conkers.

Reception		
Living things and their habitats	Seasonal changes	Materials
<ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different from the one in which they live • CofEL: Realise that their actions have an effect on the world, so they want to keep repeating them. 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • CofEL: Sort materials
School Context		
<ul style="list-style-type: none"> • Children learn to compare the similarities and difference of the Polar regions to life in the UK. 	<ul style="list-style-type: none"> • Children use the school grounds to make observations throughout the year on how trees and plants change. 	<ul style="list-style-type: none"> • Children learn to observe ice melting over time and how different objects (for example hairdryer) can have an impact on the process.

Overview of Primary Science Curriculum

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Living things and their habitats Living and dead, describe habitats, basic food chains		Living things and their habitats Group living things, use classification keys. Change in environment can threaten life	Living things and their habitats Animal - different life cycles, reproduction in plants and animals	Living things and their habitats Classifications including microorganisms, plants and animals.
Plants Name basic parts— identify common plants	Plants Seed/bulb grow into plants. What plants need.	Plants Function - including how water is transported. Life cycle of plants			
Animals, including humans Name common animals and senses. Name carnivores, herbivores, omnivore	Animals, including humans Animals have offspring, basic needs for survival. Importance of exercise, food hygiene.	Animals, including humans Need for right amount of nutrition Skeletons and muscles	Animals, including humans Basic function of digestive system. Teeth. Food chains	Animals, including humans How humans change with age	Animals, including humans Human circulatory system. Exercise, drugs and lifestyle.
		Rocks Group and compare different rocks, how they are formed and how fossils are formed.			Evolution and inheritance Fossils, adaption and evolution and how offspring are different to parents.
Everyday materials Name, describe and sort everyday materials	Uses of everyday materials Uses of materials, their properties and how some change shape.		States of matter Solids, liquids, gases, changes in state and the water cycle.	Properties and changes of materials Dissolve, separating, reversible changes. Changes that produce new materials	
		Light Need for light to see. How shadows are formed - size.		Light Travels in straight lines, How light enables us to see. How shadows are formed - shape	
		Forces and magnets Contact and non-contact forces. Magnets, magnetic materials and magnetism.		Forces Gravity, air/water resistance, friction. Levers, pulleys and gears	
Seasonal Changes Observe weather and changes across seasons				Earth and Space Movement, Earth, planets & moon. Night and day	
			Electricity Simple circuits, switches, conductors and insulators		Electricity Brightness of lamp, volume of buzzer, symbols and circuit diagrams
			Sound How sound is made and travels. Pitch and volume		

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Plants (Part One)</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <p>Seasonal changes (Autumn)</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>Everyday materials</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. 	<p>Seasonal changes (Winter)</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>Seasonal changes (Spring)</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>Plants (Part Two)</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals including humans (Part One)</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. 	<p>Animals including humans (Part Two)</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<p>Seasonal changes (Summer)</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>Animals including humans (Part Three)</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
School context					
<ul style="list-style-type: none"> Children will learn about seasonal changes in the school ground through Forest School. Children will learn to observe trees in the school ground. 	<ul style="list-style-type: none"> Children will learn to understand which materials are recyclable and how they are recycled. 	<ul style="list-style-type: none"> Children will learn about seasonal changes in the school grounds by examining the changes of plants and trees (Forest School). 	<ul style="list-style-type: none"> Children will learn to plant a variety of plants within the school grounds. Children will learn about animals that live in the savannah. 	<ul style="list-style-type: none"> Children will learn to compare animals found in their local environment to those in the Savannah. 	<ul style="list-style-type: none"> Children will learn about seasonal changes in the school grounds by examining the changes of plants and trees (Forest School).
Curricular links					
<p>Art: Leaf rubbing, collecting and creating wild art (self-portrait).</p>	<p>Reading: Moon Man Writing: Non- Chronological report on birds.</p>	<p>Reading: One Day on our Blue Planet: The Savannah</p>	<p>Writing: Non-chronological report on lions and instructions for planting. Geography: Linking animals to different continents (specially Africa) Art: Plant observational drawings (Van Gogh)</p>	<p>Geography: Linking animals to different continents (specially Africa)</p>	<p>Computing: iPads – photos and videos (including sounds) of the school grounds. Art: Sea animals using different collages.</p>

Year 2

Autumn	Spring 1	Spring 2	Summer
<p>Use of everyday materials</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. 	<p>Living things and their habitats</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. 	<p>Plants</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 	<p>Animals including humans</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).

<ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats. 	Living things and their habitats <ul style="list-style-type: none"> 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"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
School context			
<ul style="list-style-type: none"> The children will be learning how materials are burnt by fire. 	<ul style="list-style-type: none"> Forest school 	<ul style="list-style-type: none"> Life cycles in school grounds 	<ul style="list-style-type: none"> Children learn through their own family photographs how they have developed over time. Children will learn through their school dinners about the importance of a balanced diet.
Curricular links			
History: The Great Fire of London	Computing – Investigating an animal online. Taking photos/videos of minibeasts. Writing – Non-fiction report about giraffes. Geography – similarities and differences between Europe and other countries across the world.	Writing: Giraffe report	Maths – making graphs in health week PSHE – Health isn't a goal, it's a lifestyle. Reading: Fantastic Mr Fox (read in Summer – link Living Things and their habitats). Reading: Ten things to Help my World

Year 3				
Animals including humans <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. 	Light <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. 	Rocks <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. 	Forces and Magnets <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. 	Plants <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.
School context				
<ul style="list-style-type: none"> Children learn about a healthy, balanced diet by creating a healthy food plate using plasticine. Children learn about skeletons and joints by making a slit-pin skeleton. 	<ul style="list-style-type: none"> Children learn about transparent, translucent and opaque materials through the use of classroom resources. 	<ul style="list-style-type: none"> Children learn to identify different rocks found in the local environment. 	<ul style="list-style-type: none"> Children will ask their own questions to investigate magnets. 	

Curricular links

<p>Maths: Creating tables, bar charts for results. PE: Learning about muscles and joints through warm ups. Writing: Non-chronological report on wolves DT: making soup</p>	<p>Maths: Recording data through own choice of representation (Venn diagram or table).</p>	<p>Reading: Little People Big Dreams - Mary Anning History: Identifying different rocks used by the Romans in architecture.</p>	<p>Maths: Children will learn how to read bar charts when investigating forces. Reading: The Iron Man</p>	<p>Drama: Children will use drama to learn pollination. Writing: The Promise</p>
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Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Electricity</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 being good conductors. 	<p>Sound</p> <ul style="list-style-type: none"> 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. 	<p>States of matter</p> <ul style="list-style-type: none"> 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. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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. 	<p>Animals including humans</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.

School context

<ul style="list-style-type: none"> Children learn, through a matching activity, about how different appliances are powered. 		<ul style="list-style-type: none"> Children learn and explore how life would be without solids. Children learn to sort different materials into solids, liquids and gases. 	<ul style="list-style-type: none"> Children learn to classify minibeast found within the school grounds (Forest School). 	<ul style="list-style-type: none"> Children learn to label and describe the functions of the digestive system by creating a modelled digestive system with different resources. Children learn to label their teeth and their functions by using mirrors and making actions to remember the names.
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Curricular links

<p>Maths: Venn diagram DT: Electrical circuits to make an alarm</p>	<p>Music: Using different instruments.</p>	<p>Writing: Explanation text of the water cycle. Maths: Negative numbers. Venn diagram.</p>	<p>Art and Design: Sewing minibeasts Geography: Human impact on the environment. Reading: The One and Only Ivan Writing: Biography of a conservationist</p>	<p>Writing: Explanation of the digestive system</p>
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Year 5

Year 5				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Earth and Space <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. 	Properties and Changes of Materials <ul style="list-style-type: none"> 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. 	Forces and Magnets <ul style="list-style-type: none"> 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. 	Living things and their habitats <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. 	Animals including humans <ul style="list-style-type: none"> Describe the changes as humans develop to old age.
School context				
<ul style="list-style-type: none"> Children learn about the movement of the planets through role play. 			<ul style="list-style-type: none"> Beekeeper visit to discuss the role of insects in pollination and fertilisation. Making wild flower seed bombs. 	<ul style="list-style-type: none"> Children learn about the changes in human development and presenting it in a PowerPoint.
Curricular links				
	Maths: Carroll diagrams and line graphs.	History: Egyptian Shadufs DT: Mechanical systems – Pulleys or gears Maths: Line graphs and bar charts. Writing: The Varmints – persuasive letter about saving the environment.		SRE

Year 6

Year 6				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Light <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. 	Electricity <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 	Living things and their habitats <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. 	Evolution and Inheritance <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 	Animals including humans <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"> 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. 	<p>of bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> Use recognised symbols when representing a simple circuit in a diagram. 		<p>offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans.
School context				
		<ul style="list-style-type: none"> The children use their knowledge to design and classify their own animal. The children learn to classify animals and plants from the school grounds. 	<ul style="list-style-type: none"> The children learn about inheritance by creating their own baby Beebops using a Genotype decoding key. 	<ul style="list-style-type: none"> The children use role play to explain the main parts of the circulatory system and their role. The children learn to explain both the positive and negative effects of diet, exercise, drugs and lifestyle on the body.
Curricular links				
Maths: creating tables, measurement of distance, scattergraphs.	DT: Electrical systems – more complex switches and circuits or monitoring and control	Computing: Data handling	Writing: Pepered Moth – explanation (<i>Moth</i> by Isobel Thomas) Charles Darwin biography Computing: Data handling	Writing: Circulatory System - explanation Maths: Bar and line graphs.

Vocabulary			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Float/sink, change, alive/dead, human, living, material, grow, leaf, root, stem, flower, plant, tree, seed, animal, fish, bird, carnivore, herbivore, omnivore, skeleton, body, wood, plastic, glass, metal, 	<p>Year One</p> <ul style="list-style-type: none"> Plants: common wild plants, garden plants, tree, deciduous, evergreen, trunk, bark, branches, leaf, root, plant, leaf, bud, flowers, blossom, petal/s, root, stem, stalk, fruit, berry, vegetables, bulb, seed Animals including humans: Parts of the body i.e. head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, tail, human; head, body, neck, arms, hands, fingers, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, tongue, teeth, omnivores, herbivores, carnivores, Senses: touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue Seasonal changes: season, spring, summer, autumn, winter, weather; hot, warm, cool, cold, sun, sunny, cloud, cloudy, wind, windy, rain, snow, hail, sleet, frost, fog, ice, rainbow, thunder, lightning, storm, day; light, dark, night, day length Use of everyday materials: object, material, wood, plastic, glass, metal, water, rock, brick, clay, properties; hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, stiff, waterproof, absorbent, paper, fabric, elastic, foil, card/cardboard, floppy 	<p>Year 3</p> <ul style="list-style-type: none"> Plants: structure; flowering, plants, roots, stem, trunk, leaves, flowers, function; nutrition, support, reproduction, makes own food, requirements for life and growth; air, light, water, nutrients from the soil, room to grow, fertiliser, life cycle; flower pollination, seed formation, seed dispersal, photosynthesis, pollen, insect pollination, wind pollination, seed formation, seed dispersal, wind dispersal, animal dispersal, water dispersal Animals including humans: nutrition, nutrients, vitamins, minerals, fat, protein, carbohydrates, sugars, fibre, water, skeletons – support, protection, skulls – brain, ribs, heart, lungs, joint, muscles- movement, pull, contract, relax Light: light, light source, see, dark, absence of light, reflect, reflective, surface, natural, star, Sun, Moon, artificial, torch, candle, lamp, translucent, transparent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous Rocks: rock, stone, pebble, boulder, soil, layers hard / soft, fossil, grains, crystals hard/ soft, texture, absorb, 	<p>Year 5</p> <ul style="list-style-type: none"> Earth and Space: Earth, planets, Sun, solar system, Moon, body, sphere / spherical, rotate / rotation, spin, night and day, star, planets, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto ‘dwarf’ planet, orbit, revolve, shadow, clocks, sundials, astronomical, clocks Forces: fall, gravity, force, Earth, air resistance, water resistance, friction, moving, surfaces, mechanisms, levers, pulleys, gears, magnetic force, magnet, attract, simple machines, contact force and non-contact force Materials: change of state, soluble / insoluble, transparency, conductive, response to magnets, dissolve, liquid, solution, separate/ing solids, liquids, gases, filtering / sieving, evaporating, reversible, changes, non-reversible, mixing, evaporation, melting, irreversible, conductivity, insulation, thermal, electrical insulator/conductor, burning, chemical, opaque, translucent, rusting, condensing Living things and their habitats: life process of reproduction, plants, animals, vegetable, garden, flower, reproduction plants- sexual, asexual, animals- sexual, life cycles- mammal, amphibian, insect, bird,

<p>water, Spring, Summer, Autumn, Winter, season.</p>	<p>Year Two</p> <ul style="list-style-type: none"> • Plants: water, light, shade, sun, warm, cool, grow, suitable, temperature, grow, healthy, germination, reproduction • Animals including humans: offspring, grow, growth, adults, young, old, nutrition, reproduce, reproduction, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, stages, egg-chick-chicken, egg-caterpillar-pupa-butterfly, spawn-tadpole-frog, lamb-sheep, baby-toddler-child-teenager-adult, examples of food; pasta, bread meat, fish, fruit, vegetables • Living things and their habitats: living, dead, never been alive, suited, suitable, habitats, micro-habitats, basic needs, food, food chain, sun-grass-cow-human, alive, healthy, logs, leaf, litter, stony, path, bushes, shelter, seashore, woodland, ocean, rainforest, conditions; hot, warm, cold, dry, damp, wet, bright, shade, dark • Use of everyday materials: as Y1 plus: opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pushing, pull, puling, twist, twisting, squash, squashing, bend, bending, stretch, stretching 	<p>water, marble, chalk, granite, sandstone, slate, sandy, soil, clay, soil, chalky, soil, peat</p> <ul style="list-style-type: none"> • Forces: force, magnetic force, magnetic, strength, bar, magnet, ring, magnet, button, magnet, horseshoe, magnet, push, pull, contact, non-contact, magnet, magnetic, attract, repel, magnetic, poles, north pole, south pole, metal, iron, steel <p>Year 4:</p> <ul style="list-style-type: none"> • Electricity: appliances, electricity, device, electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, insulators, switch - open, closed, components, motor, mains / plug, circuit, complete circuit, loose connection, short circuit, clip, motor, connector, metal / non-metal • Animals including humans: human, digestive, system, mouth, tongue; mixes, moistens, saliva, teeth; incisors-cutting, slicing, canines- ripping, tearing, molars / premolars - chewing, grinding, oesophagus, transports, stomach, acid, enzymes, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, brush, floss, food chain, sun, producers, prey, predators, hibernate • Sound: sound, sound source, noise, vibrate, vibration, travel, solid, liquid, gas, pitch (high/low), tune (high/low), volume, loud, quiet, fainter, vibrations, insulation, instrument, percussion, strings, brass, woodwind, tuned instrument • Living things and their habitats: environment, danger, invertebrates- snails, slugs, worms, spiders, insects, vertebrates- fish, amphibians, reptiles, birds, mammals, plants – flowering plants, non-flowering plants, population, development, litter, deforestation, classification, classification keys, habitat - human impact, positive, negative, migrate • States of matter: solid, liquid, gas, air, oxygen, ice, water, steam, water vapour, heated, heating, cooled, cooling temperature, degrees Celsius, solidify, boil, state, change, melting, freezing, melting point, boiling point, condensation, evaporation, temperature, water cycle 	<p>egg, live, rainforest, oceans, desert, similarities, differences, germination, pollination, stamen, stigma, life cycle, metamorphosis, plantlets, runners, bulbs, cuttings, reproduce,</p> <ul style="list-style-type: none"> • Animals including humans: puberty and vocabulary to describe a range of sexual characteristics <p>Year 6</p> <ul style="list-style-type: none"> • Animals including humans: circulatory, system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle, pulse, rate, transported, water, muscles • Evolution and inheritance: evolution, suited/suitable, adapted/adaptation, offspring, characteristics, vary/variation, inherit/inheritance, fossils, sexual reproduction, environment • Electricity: appliances, electrical, circuit, complete circuit, circuit diagram, circuit symbol, components, cell/battery, positive/negative terminal, connection, loose connection, short circuit, wire, crocodile clip, bulb, brightness, switch, buzzer, volume, motor, conductor, insulator, voltage, current, resistance, danger, series, circuit • Living things and their habitats: organism, micro-organism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, insects, spiders, snails, worms, flowering and non-flowering • Light: light, travels, straight lines, reflect, reflection, light source, object, shadows, mirrors, periscope, rainbow, filters, light rays
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