## **Skills Progression: Science**

At Stanburn Primary School we follow the guidance as set out in the National Curriculum to plan weekly Science lessons for pupils. Alongside this, teachers use PLAN (Primary Science) resources to further enrich our curriculum offer. Below is an outline of the progression of skills for Science across the school:

## **EYFS - Reception**

At Stanburn Primary School, Science education for Early Years Foundation Stage (EYFS) students is integrated into the 'Understanding the World' area of the EYFS framework. This approach encourages young learners to explore, observe, and engage with their environment, fostering a sense of curiosity and discovery. Our school curriculum includes activities that promote hands-on exploration and experimentation, allowing children to investigate the world around them.

In the EYFS framework, Science predominantly falls under the heading, 'understanding the world'. Understanding of the World involves guiding children to make sense of their physical world and their community.

## ELG: The Natural World

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Within our EYFS provision, the ELG 'The Natural World' will be achieved through carefully planned, child-initiated and adult-led activities such as:

- Water tray activities
- Seasonal activities
- Ice play
- Planting
- Minibeast hunts
- Activities with torches
- Junk modelling



	- Cooking							
	The children will also be exposed to first-hand experiences to help children learn concepts that may otherwise be too abstract.							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Skills: (National Curriculum Coverage) Working Scientifically Aims:	Year 1 &2 During years 1 and 2, pup use the following practice processes and skills throu programme of study com asking simple questions they can be answered in observing closely, using performing simple tests identifying and classifyi using their observations answers to questions gathering and recording answering questions.	pils should be taught to al scientific methods, righ the teaching of the tent: and recognising that a different ways simple equipment and and ideas to suggest g data to help in	<ul> <li>Year 3 &amp; 4</li> <li>During years 3 and 4, pupuse the following practice processes and skills throup programme of study con</li> <li>asking relevant questice types of scientific enquities of scientific enquities of scientific enquities of scientific enquities and gup simple practice comparative and fair tee making systematic and and, where appropriate measurements using strange of equipment, in and data loggers</li> <li>gathering, recording, cdata in a variety of way questions</li> <li>recording findings using language, drawings, labar charts, and tables</li> <li>reporting on findings froral and written explare presentations of results</li> <li>using results to draw sis predictions for new val improvements and rais</li> <li>identifying differences, related to simple scients</li> </ul>	pils should be taught to al scientific methods, ugh the teaching of the tent: ons and using different iries to answer them ical enquiries, ests careful observations e, taking accurate trandard units, using a cluding thermometers lassifying and presenting ys to help in answering g simple scientific belled diagrams, keys, to menquiries, including the conclusions imple conclusions, make ues, suggest e further questions similarities or changes tific ideas and processes scientific evidence to support their findings.	<ul> <li>Year 5 &amp; 6 During years 5 and 6, put use the following practice processes and skills throup programme of study com</li> <li>planning different type to answer questions, it controlling variables w</li> <li>taking measurements, scientific equipment, v and precision, taking r appropriate</li> <li>recording data and rese complexity using scient labels, classification ke graphs, bar and line gu</li> <li>using test results to m further comparative a.</li> <li>reporting and presents enquiries, including co relationships and explu- of trust in results, in ou such as displays and o</li> <li>identifying scientific en- used to support or refu</li> </ul>	pils should be taught to cal scientific methods, ugh the teaching of the atent: es of scientific enquiries ncluding recognising and where necessary using a range of with increasing accuracy repeat readings when sults of increasing tific diagrams and eys, tables, scatter raphs ake predictions to set up nd fair tests ing findings from unclusions, causal anations of and degree ral and written forms ther presentations widence that has been ute ideas or arguments.		

	N.B. All units and programme of study as outlined in the National Curriculum are covered in the Stanburn Science MTPs.	N.B. All units and programme of study as outlined in the National Curriculum are covered in the Stanburn Science MTPs.	N.B. All units and programme of study as outlined in the National Curriculum are covered in the Stanburn Science MTPs.
	<u>KS1</u>	LKS2	UKS2
Progression of Skills	Asking simple questions and recognising that	Asking relevant questions and using	Planning different types of scientific
	they can be answered in different ways	different types of scientific enquiries to	enquiries to answer questions, including
	<ul> <li>While exploring the world, the children</li> </ul>	answer them	recognising and controlling variables
Asking questions and	develop their ability to ask questions (such as	• The children consider their prior knowledge	where necessary
recognising that they can be	what something is, how things are similar and	when asking questions. They independently	Children independently ask scientific
unswered in dijjerent ways	alternative is better, how things change and	use a range of question stems. where	questions. This may be stimulated by a
	how they happen) Where appropriate they	• The children answer questions posed by the	questions based on their developed
	answer these questions.	teacher.	understanding following an enquiry.
	• The children answer questions developed	• Given a range of resources, the children decide	• Given a wide range of resources the children
	with the teacher often through a scenario.	for themselves how to gather evidence to	decide for themselves how to gather evidence
	The children are involved in planning how to	answer the question. They recognise when	to answer a scientific question. They choose a
	use resources provided to answer the	secondary sources can be used to answer	type of enquiry to carry out and justify their
	questions using different types of enquiry,	questions that cannot be answered through	choice. They recognise how secondary sources
	helping them to recognise that there are	practical work. They identify the type of	can be used to answer questions that cannot be answered through practical work
	answered.	question.	be answered through practical work.
Working Scientifically Skills			
Icons	have asked scientific questions.	have asked scientific questions	
	<u>KS1</u>	<u>LKS2</u>	UKS2
Progression of Skills	Observing closely, using simple	Making systematic and careful	Taking measurements, using a range of
Making observations and	equipment	observations and, where appropriate,	scientific equipment, with increasing
waking observations and	<ul> <li>Children explore the world around them.</li> </ul>	taking accurate measurements using	accuracy and precision, taking repeat

taking measurements	<ul> <li>They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</li> <li>They begin to take measurements, initially by comparisons, then using non-standard units.</li> </ul>	<ul> <li>standard units, using a range of equipment, including thermometers and data loggers</li> <li>The children make systematic and careful observations.</li> <li>They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.</li> </ul>	<ul> <li>readings when appropriate</li> <li>The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.</li> <li>During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check</li> </ul>		
			further secondary sources (researching); in order to get accurate data (closer to the true value).		
Working Scientifically Skills Icons	I have taken closely	I have observed closely	I have taken measurements		
	<u>KS1</u>	LKS2	UKS2		
Progression of Skills	Performing simple tests	Setting up simple practical enquiries,	Planning different types of scientific		
Engrating in practical onguing	Ihe children use practical resources provided	comparative and fair tests	enquiries to answer questions, including		
to answer questions	to gather evidence to answer questions	Ine children select from a range of practical     resources to gather ovidence to answer	where percessany		
to unswer questions	carry out: tests to classify: comparative tests:	questions generated by themselves or the	• The children select from a range of practical		
	pattern seeking enquiries; and make	teacher.	resources to gather evidence to answer their		
	observations over time.	• They follow their plan to carry out:	questions. They carry out fair tests,		
	Identifying and classifying	observations and tests to classify; comparative	recognising and controlling variables. They		
	Children use their observations and testing to	and simple fair tests; observations over time;	decide what observations or measurements to		
	compare objects, materials and living things.	and pattern seeking.	make over time and for how long. They look		
	They sort and group these things, identifying		for patterns and relationships using a suitable		
	i their own criteria for sorting.	Explanatory note	sample.		
		A comparative test is performed by changing a	'		

	They describe the characteristics they used to identify a living thing.	material, shape of the parachute. This leads to a ranked outcome. A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.	
Working Scientifically Skills Icons	I have planned an enquiry.	I have an er	planned iquiry.
	<u>KS1</u>	LKS2	UKS2
Progression of Skills	Gathering and recording data to help in	Gathering, recording, classifying and	Gathering, recording, classifying and
	answering questions	presenting data in a variety of ways to	presenting data in a variety of ways to
Recording and presenting	• The children record their observations e.g.	help in answering questions	help in answering questions
evidence	using photographs, videos, drawings, labelled	Recording findings using simple	Recording findings using simple
	diagrams or in writing.	scientific language, drawings, labelled	scientific language, drawings, labelled
	• They record their measurements e.g. using	diagrams, keys, bar charts, and tables	diagrams, keys, bar charts, and tables
	prepared tables, pictograms, tally charts and	• The children sometimes decide how to record	• The children sometimes decide how to record
	block graphs.	and present evidence. They record their	and present evidence. They record their
	• They classify using simple prepared tables	observation e.g. using photographs, videos,	observation e.g. using photographs, videos,
	and sorting rings.	pictures, labelled diagrams or writing. They	pictures, labelled diagrams or writing. They
		record their measurements e.g. using tables,	record their measurements e.g. using tables,
		tally charts and bar charts (given templates, if	tally charts and bar charts (given templates, if
		required, to which they can add headings).	required, to which they can add headings).
		They record classifications e.g. using tables,	They record classifications e.g. using tables,
		Venn diagrams, Carroll diagrams.	Venn diagrams, Carroll diagrams.
		Children are supported to present the same	Children are supported to present the same
		data in different ways in order to help with	data in different ways in order to help with
		answering the question.	answering the question.

Working Scientifically Skills Icons	I have gathered and recorded results	I have gathered and recorded results	I have presented my results.
	<u>KS1</u>	LKS2	UKS2
Progression of Skills	Using their observations and ideas to	Using straightforward scientific evidence	Identifying scientific evidence that has
	suggest answers to questions	to answer questions or to support their	been used to support or refute ideas or
Answering questions and	Children use their experiences of the world	findings	arguments
concluding	around them to suggest appropriate answers	<ul> <li>Children answer their own and others'</li> </ul>	<ul> <li>Children answer their own and others'</li> </ul>
	to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.	questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence.	questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific
	Using their observations and ideas to	Identifying differences, similarities or	understanding, supports or refutes their
	suggest answers to questions	changes related to simple scientific ideas	answer.
	• The children recognise 'biggest and smallest', 'best and worst' etc. from their data.	<ul> <li>and processes</li> <li>Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.</li> <li>Using results to draw simple conclusions,</li> </ul>	<ul> <li>They talk about how their scientific ideas change due to new evidence that they have gathered.</li> <li>They talk about how new discoveries change scientific understanding.</li> </ul>
		make predictions for new values, suggest	Reporting and presenting findings from
		improvements and raise further questions	enquiries, including conclusions, causal
		• They draw conclusions based on their evidence	relationships and explanations of and
		and current subject knowledge	degree of trust in results, in oral and
			written forms such as displays and other
			presentations
			<ul> <li>In their conclusions, children: Identify causal relationships and patterns in the patural world.</li> </ul>
			from their evidence: identify results that do
			not fit the overall nattern: and explain their
			findings using their subject knowledge.

Working Scientifically Skills Icons	I have interpreted my results.	I have interpreted my results.	I have drawn conclusions.
	This skill is covered from KS2 onwards.	LKS2	UKS2
Progression of Skills		Using results to draw simple conclusions,	Reporting and presenting findings from
Evaluating and raising		improvements and raise further questions	enquines, including conclusions, causal
further questions and		• They identify ways in which they adapted their	degree of trust in results in oral and
predictions		method as they progressed or how they would do it differently if they repeated the enquiry.	written forms such as displays and other presentations
		Using results to draw simple	• They evaluate, for example, the choice of
		conclusions, make predictions for new	method used, the control of variables, the
		values, suggest improvements and raise	precision and accuracy of measurements and
		further questions	the credibility of secondary sources used.
		Children use their evidence to suggest values	<ul> <li>They identify any limitations that reduce the</li> </ul>
		for different items tested using the same	trust they have in their data.
		method e.g. the distance travelled by a car on	
		an additional surface.	Using test results to make predictions to
		Following a scientific experience, the children	set up further comparative and fair tests
		ask further questions which can be answered	Children use the scientific knowledge gained     from anguing work to make predictions they
		by extending the same enquiry.	con investigate using comparative and fair
			tests
Working Scientifically Skills			
		L the value enco	ave ated an uiry.
	This skill is covered from KS2 onwards.	LKS2	UKS2
Progression of Skills		Reporting on findings from enquiries,	Reporting and presenting findings from
		including oral and written explanations,	enquiries, including conclusions, causal

Communicating their findings Working Scientifically Skills Icons		displays or presentations of results and conclusions • They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.	relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • They communicate their findings to an audience using relevant scientific language and illustrations.
Progression of Vocabulary – Working Scientifically	KS1         -       observe,         -       changes,         -       patterns,         -       grouping,         -       sorting,         -       sorting,         -       compare,         -       same,         -       different,         -       identify (name),         -       measure,         -       data,         -       record results,         -       picture,         -       table,         -       table,         -       block chart,         -       block chart,         -       ask questions,         -       test,	LKS2         practical work,         fair testing,         relationships,         accurate,         thermometer,         data logger,         stopwatch,         timer,         estimate,         data,         identification key,         chart,         prediction,         similarity,         difference,         information,         findings,         criteria,         values,	<ul> <li>UKS2</li> <li>variables,</li> <li>independent variable,</li> <li>dependent variable,</li> <li>control variable,</li> <li>evidence,</li> <li>justify,</li> <li>argument (science),</li> <li>causal relationship,</li> <li>accuracy,</li> <li>precision,</li> <li>scatter graphs,</li> <li>bar graphs,</li> <li>line graphs,</li> <li>force meter</li> </ul>

	- investigate,		- properties,			
	- explore,		- characteristics,			
	- equipment,		- conclusion,			
	- resources,		- explanation,			
	<ul> <li>magnifying glass,</li> </ul>		- reason,			
	- hand lens,		- evaluate,			
	- ruler,		- improve			
	- tape measure,					
	- metre stick,					
	- pipette,					
	- syringe,					
	- spoon,					
	- teaspoon,					
	- answer questions,					
	- interpret results,					
	- scientific enquiry,					
	- pattern seeking,					
	- comparative testing	<b>]</b> ,				
	- observing over time	1				
	- classifying,					
	- researching using se	econdary sources				
	Year 1 - Plants	Year 2 – Plants	Year 3 – Plants	Year 4 – Living Things	Year 5 – Living Things	Year 6 – Living Things
Specific vocabulary linked	- leaf,	- light,	- photosynthesis,	and their Habitats	and their Habitats	and their Habitats
with Science units taught:	- flower,	- shade,	- pollen,	- classification,	- life cycle,	- flowering,
	- blossom,	- Sun,	- insect/wind	- classification keys	- reproduce,	- non-flowering,
Plants	- petal,	- warm,	- pollination,		- sexual, fertilises,	- mosses,
	- fruit,	- cool,	- male,		- asexual,	- ferns,
The vocabulary in blue is	- berry,	- water,	- female,		- plantlets,	- conifers
from other linked topics.	- root,	- space,	- seed formation,		- runners,	
The topic they come from	- seed,	- grow,	- seed dispersal		- tubers,	
is indicated	- trunk,	- healthy,	(wind dispersal,		- cuttings	
is indicated.	- branch,	- bulb,	animal dispersal,			
	- stem,	- germinate,	water dispersal),			
	- bark,	- shoot,	- air,			
	- stalk,	- seedling	- nutrients,			
	- bud,		- minerals,			

Specific vocabulary linked	<ul> <li>names of trees in the local area,</li> <li>names of garden and wild flowering plants in the local area</li> <li>Year 1 – Plants</li> <li>names of garden</li> </ul>	Year 2 – Living Things and their Habitats - names of plants in local habitats and micro-habitats Year 2 – Living Things and their Habitats	<ul> <li>soil,</li> <li>absorb,</li> <li>transport</li> <li>Year 3 – Plants</li> <li>photosynthesis,</li> </ul>	Year 4 – Living Things and their Habitats	Year 5 – Living Things and their Habitats	Year 6 – Living Things and their Habitats
with Science units taught: Living Things and their habitats The vocabulary in blue is from other linked topics. The topic they come from is indicated.	and wild flowering plants in the local area Year 1 – Animals, including humans - head, - body, - eyes, - ears, - mouth, - teeth, - leg, - tail, - keeth, - leg, - tail, - claw, - claw, - fin, - scales, - feathers, - fur, - beak, - paws, - hooves, - names of animals experienced first- hand from each vertebrate group	<ul> <li>living,</li> <li>dead,</li> <li>never been alive,</li> <li>suited,</li> <li>suitable,</li> <li>basic needs,</li> <li>food,</li> <li>food chain,</li> <li>shelter,</li> <li>move,</li> <li>feed,</li> <li>water,</li> <li>air,</li> <li>survive,</li> <li>survival,</li> <li>names of local habitats (e.g. pond, woodland etc.),</li> <li>names of micro- habitats (e.g. under logs, in bushes etc.),</li> <li>conditions,</li> <li>light,</li> <li>dark,</li> <li>sunny.</li> </ul>	<ul> <li>pollen,</li> <li>insect/wind</li> <li>pollination,</li> <li>male,</li> <li>female,</li> <li>seed formation,</li> <li>seed dispersal (wind dispersal, animal dispersal, water dispersal),</li> <li>air,</li> <li>nutrients,</li> <li>minerals,</li> <li>soil,</li> <li>absorb,</li> <li>transport</li> </ul>	<ul> <li>classification,</li> <li>classification keys,</li> <li>environment,</li> <li>habitat,</li> <li>human impact,</li> <li>positive,</li> <li>negative,</li> <li>negative,</li> <li>migrate,</li> <li>hibernate</li> </ul> Year 4 - Animals, <ul> <li>including Humans</li> <li>herbivore,</li> <li>carnivore,</li> <li>producer,</li> <li>predator,</li> <li>prey</li> </ul>	<ul> <li>life cycle,</li> <li>reproduce,</li> <li>sexual,</li> <li>sperm,</li> <li>fertilises,</li> <li>egg,</li> <li>live young,</li> <li>metamorphosis,</li> <li>asexual,</li> <li>plantlets,</li> <li>runners,</li> <li>cuttings</li> </ul>	<ul> <li>vertebrates,</li> <li>fish,</li> <li>amphibians,</li> <li>reptiles,</li> <li>birds,</li> <li>mammals,</li> <li>warm-blooded,</li> <li>cold-blooded,</li> <li>invertebrates,</li> <li>insects,</li> <li>spiders,</li> <li>snails,</li> <li>worms,</li> <li>flowering,</li> <li>non-flowering,</li> <li>mosses,</li> <li>ferns,</li> <li>conifers</li> </ul>

Year 1 – Seasonal	- wet,		
Changes	- damp,		
- weather,	- dry,		
- sunny,	- hot,		
- rainy,	- cold,		
- raining,	- names of living		
- shower,	things in the		
- windy,	habitats and		
- snowy,	micro-habitats		
- cloudy,	studied		
- hot,			
- warm,	Year 2 – Plants		
- cold,	- light,		
- storm,	- shade,		
- thunder,	- Sun,		
- lightning,	- warm,		
- hail,	- cool,		
- sleet,	- water,		
- snow,	- space,		
- icy,	- grow,		
- frost,	- healthy,		
- puddles,	- bulb,		
- rainbow,	- germinate,		
- seasons,	- shoot,		
- winter,	- seedling		
- summer,	5		
- spring,	Year 2 – Animals,		
- autumn,	including Humans		
- Sun,	- offspring,		
- sunrise,	- reproduction,		
- sunset,	- growth,		
- day length	- baby,		
, 5.	- toddler,		
	- child,		
	- teenager,		
	- adult.		

		<ul> <li>old person,</li> <li>names of animals and their babies (e.g. chick/chicken, cat/kitten, caterpillar/ butterfly)</li> </ul>				
Specific vocabulary linked with Science units taught: Animals, including Humans The vocabulary in blue is from other linked topics. The topic they come from is indicated.	Year 1 - Animals,including Humans-head,-body,-eyes,-ears,-mouth,-teeth,-leg,-tail,-ving,-claw,-fin,-scales,-feathers,-fur,-beak,-paws,-hooves,-names of animalsexperienced first-hand from eachvertebrate group,-parts of the human bodyincluding thosewithin the RSE	Year 2 – Animals, including Humans - offspring, - reproduction, - growth, - baby, - toddler, - child, - teenager, - adult, - old person, - names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/ - butterfly), - survive, - survival, - water, - food, - air, - exercise, - heartbeat, - breathing	Year 3 – Animals, including Humans - nutrition, - nutrients, - carbohydrates, - sugars, - protein, - vitamins, - minerals, - fibre, - fat, - fat, - skeleton, - bones, - muscles, - joints, - support, - protect, - move, - skull, - ribs, - spine	Year 4 – Animals, including Humans - digestive system, - digestion, - mouth, - teeth, - saliva, - oesophagus, - stomach, - small intestine, - large intestine, - large intestine, - rectum, - anus, - incisor, - canine, - molar, - premolar, - herbivore, - carnivore, - omnivore, - producer, - prey	Year 5 – Animals, including Humans - puberty, including the vocabulary to describe sexual characteristics in line with our school RSE policy Year 5 – Living Things and their Habitats - life cycle, - foetus, - baby, - child, - adolescent, - adult, - reproduce, - sexual, - sperm, - fertilises, - egg, - live young	Year 6– Animals, including Humans - heart, - pulse, - rate, - pumps, - blood, - blood vessels, - transported, - lungs, - oxygen, - carbon dioxide, - cycle, - circulatory system, - diet, - diet, - lifestyle

	policy, - senses, - touch, - see, - smell, - taste, - hear, - fingers, - skin, - eyes, - nose, - ears, - tongue	<ul> <li>hygiene,</li> <li>germs,</li> <li>disease,</li> <li>food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)</li> </ul> Year 2 - Living Things and their Habitats <ul> <li>living,</li> <li>dead,</li> <li>never been alive,</li> <li>suitable,</li> <li>basic needs,</li> <li>food,</li> <li>food chain,</li> <li>shelter,</li> <li>move,</li> <li>feed,</li> <li>water,</li> <li>air,</li> <li>survive,</li> <li>survive,</li> <li>survival</li> </ul>				
Specific vocabulary linked with Science units taught: Evolution and Inheritance	Year 1 – Plants - leaf, - flower, - blossom, - petal, - fruit,	Year 2 – Plants - light, - shade, - Sun, - warm, - cool,	Year 3 – Plants - photosynthesis, - pollen, - insect/wind - pollination, - male,	Year 4 – Living Things and their Habitats - environment, - habitat, - human impact, - positive,	Year 5 – Living Things and their Habitats - life cycle, - reproduce, - sexual, - fertilises,	Year 6 – Evolution and Inheritance - offspring, - sexual reproduction, - vary,
The vocabulary in blue is from other linked topics. The topic they come from	- berry, - root, - seed, - trunk,	- water, - space, - grow, - healthy,	<ul> <li>female,</li> <li>seed formation,</li> <li>seed dispersal (wind dispersal,</li> </ul>	- negative, - migrate, - hibernate	- asexual, - plantlets, - runners, - tubers,	<ul> <li>characteristics,</li> <li>adapted,</li> <li>inherited,</li> <li>species,</li> </ul>

is indicated.	-	branch,	-	bulb,		animal dispersal,	Ye	ar 4 – Animals,	-	cuttings	-	evolve,
	-	stem,	-	germinate,		water dispersal),	inc	luding humans			-	evolution
	-	bark,	-	shoot,	-	air,	-	herbivore,				
	-	stalk,	-	seedling	-	nutrients,	-	carnivore,				
	-	bud			-	minerals,	-	omnivore,				
			Yee	ar 2 – Living Things	-	soil,	-	producer,				
			and	d their Habitats			-	predator,				
			-	living,	Yee	ar 3 – Rocks	-	prey				
			-	dead,	-	soil,						
			-	never been alive,	-	fossil,						
			-	suited,	-	bone,						
			-	suitable,	-	flesh,						
			-	basic needs,	-	minerals						
			-	food,								
			-	food chain,								
			-	shelter,								
			-	move,								
			-	feed,								
			-	water,								
			-	air,								
			-	survive,								
			-	survival,								
			-	conditions,								
			-	light,								
			-	dark,								
			-	shady,								
			-	sunny,								
			-	wet,								
			-	damp,								
			-	dry,								
			-	hot,								
			-	cold								

	Year 1 – Seasonal					
Specific vocabulary linked	Changes					
with Science units taught:	- weather,					
	- sunny,					
Seasonal Changes	- rainy,					
	- raining,					
The vocabulary in blue is	- shower,					
from other linked topics.	- windy,					
The topic they come from	- snowy,					
is indicated.	- cloudy,					
	- hot,					
	- warm,					
	- cold,					
	- storm,					
	- thunder,					
	- lightning,					
	- hail,					
	- sleet,					
	- snow,					
	- icy,					
	- frost,					
	- puddles,					
	- rainbow,					
	- seasons,					
	- winter,					
	- summer,					
	- spring,					
	- autumn,					
	- Sun,					
	- sunnse,					
	- sunset,					
	- aay length	Name 2 Hara of	Norm 2 Dealer	Very A. Martenial	Verm 5 Decembri	
Canadia waanka ka ka ka ka	Year 1 – Everyday	rear 2 – Uses of	Year 3 – Rocks	rear 4 – Waterials –	rear 5 – Properties	
Specific vocabulary linked	iviateriais	Everyday Waterials	- rock,	States of Watter?	ana Changes of	
with Science units taught:	- ODJECT,	- opaque,	- Stone,	- SOIIA,	iviaterials	
	- material,	- transparent,	- pebble,	- Ilquia,	- thermal insulator/	

Materials The vocabulary in blue is from other linked topics. The topic they come from is indicated.	<ul> <li>wood,</li> <li>plastic,</li> <li>glass,</li> <li>metal,</li> <li>water,</li> <li>rock,</li> <li>brick,</li> <li>paper,</li> <li>fabric,</li> <li>elastic,</li> <li>foil,</li> <li>card/cardboard,</li> <li>rubber,</li> <li>wool,</li> <li>clay,</li> <li>hard,</li> <li>soft,</li> <li>stretchy,</li> <li>stiff,</li> <li>bendy,</li> <li>floppy,</li> <li>waterproof,</li> <li>absorbent,</li> <li>breaks/tears,</li> <li>rough,</li> <li>smooth,</li> <li>shiny,</li> <li>dull,</li> <li>see-through,</li> <li>not see-through</li> </ul>	<ul> <li>translucent,</li> <li>reflective,</li> <li>non-reflective,</li> <li>flexible,</li> <li>rigid,</li> <li>shape,</li> <li>push/pushing,</li> <li>pull/pulling,</li> <li>twist/twisting,</li> <li>squash/squashing,</li> <li>bend/bending,</li> <li>stretch/stretching</li> </ul>	<ul> <li>boulder,</li> <li>grain,</li> <li>crystals,</li> <li>layers,</li> <li>hard,</li> <li>soft,</li> <li>texture,</li> <li>absorbs water,</li> <li>fossil,</li> <li>bone,</li> <li>flesh,</li> <li>minerals,</li> <li>marble,</li> <li>chalk,</li> <li>granite,</li> <li>sandstone,</li> <li>slate,</li> <li>types of soil (e.g. peaty, sandy, chalky, clay)</li> </ul> Year 3 – Forces and Magnets <ul> <li>magnetic force,</li> <li>magnetic force,</li> <li>magnetic force,</li> <li>magnetic material,</li> <li>metal,</li> <li>iron,</li> </ul>	<ul> <li>gas,</li> <li>heating,</li> <li>cooling,</li> <li>state change,</li> <li>melting,</li> <li>freezing,</li> <li>melting point,</li> <li>boiling point,</li> <li>boiling point,</li> <li>evaporation,</li> <li>condensation,</li> <li>temperature,</li> <li>water cycle</li> </ul> Year 4 - Electricity <ul> <li>electrical conductor,</li> <li>electrical insulator,</li> <li>metal,</li> <li>non-metal</li> </ul>	conductor, - change of state, - mixture, - dissolve, - solution, - soluble, - insoluble, - filter, - sieve, - reversible/non- reversible - change, - burning, - rusting, - new material	
Specific vocabulary linked with Science units taught: Rocks	<ul> <li>not see-through</li> <li>Year 1 – Every day</li> <li>Materials</li> <li>object,</li> <li>material,</li> <li>rock,</li> </ul>	Year 2 – Uses of Everyday Materials - opaque, - transparent, - translucent,	<ul> <li>iron,</li> <li>steel</li> <li>Year 3 – Rocks</li> <li>rock,</li> <li>stone,</li> <li>pebble,</li> <li>boulder,</li> </ul>			Year 6 – Evolution and Inheritance - Evolution

The vocabulary in blue is from other linked topics. The topic they come from is indicated.	<ul> <li>brick,</li> <li>clay,</li> <li>hard,</li> <li>soft,</li> <li>waterproof,</li> <li>absorbent,</li> <li>rough,</li> <li>smooth,</li> <li>shiny,</li> <li>dull,</li> <li>see-through,</li> <li>not see-through</li> </ul>	<ul> <li>reflective,</li> <li>non-reflective</li> </ul>	<ul> <li>grain,</li> <li>crystals,</li> <li>layers,</li> <li>hard,</li> <li>soft,</li> <li>texture,</li> <li>absorbs water,</li> <li>fossil,</li> <li>bone,</li> <li>flesh,</li> <li>minerals,</li> <li>chalk,</li> <li>granite,</li> <li>sandstone,</li> <li>slate,</li> <li>types of soil (e.g. peaty, sandy, chalky, clay)</li> </ul>		
Specific vocabulary linked with Science units taught: Light The vocabulary in blue is from other linked topics. The topic they come from is indicated.	Year 1 – Animals, including Humans - senses, - see, - eyes Year 1 – Every day Materials - shiny, - dull, - see-through, - not see-through	Year 2 – Uses of Everyday Materials - opaque, - transparent, - translucent, - reflective, non-reflective	Year 3 – Light - light, - light source, - dark, - absence of light, - surface, - shadow, - reflect, - mirror, - Sun, - sunlight, - dangerous		<b>Year 6 – Light</b> - straight lines, - light rays
Specific vocabulary linked with Science units taught: Forces	- notoco unougn	Year 2 – Uses of Everyday Materials - flexible, - rigid, - shape,	Year 3 – Forces - force, - push, - pull, - twist,	Year 5 – Forces - force, - gravity, - Earth, - air resistance,	

The vocabulary in blue is from other linked topics. The topic they come from is indicated.		<ul> <li>push/pushing,</li> <li>pull/pulling,</li> <li>twist/twisting,</li> <li>squash/squashing,</li> <li>bend/bending,</li> <li>stretch/stretching</li> </ul>	<ul> <li>contact force,</li> <li>non-contact force,</li> <li>magnetic force,</li> <li>magnet,</li> <li>strength,</li> <li>bar magnet,</li> <li>bar magnet,</li> <li>button magnet,</li> <li>button magnet,</li> <li>horseshoe magnet,</li> <li>attract,</li> <li>repel,</li> <li>magnetic</li> <li>material,</li> <li>metal,</li> <li>iron,</li> <li>steel,</li> <li>poles,</li> <li>north pole,</li> <li>south pole</li> </ul>		<ul> <li>water resistance,</li> <li>friction,</li> <li>mechanisms,</li> <li>simple</li> <li>machines,</li> <li>levers,</li> <li>pulleys,</li> <li>gears</li> </ul>	
Specific vocabulary linked with Science units taught: Sound The vocabulary in blue is from other linked topics. The topic they come from is indicated.	Year 1 – Animals, including Humans - senses, - hear, - ear			Year 4 – Sound - sound, - source, - vibrate, - vibration, - travel, - pitch (high, low), - volume, - faint, - quiet, - loud, - insulation		

Specific vocabulary linked		<b>Year 4 – Electricity</b> - electricity,		<b>Year 6 – Electricity</b> - circuit diagram,
with Science units taught:		- electrical		- circuit symbol.
		appliance/device,		- voltaae
Electricity		- mains,		vonta ge
,		- plug,		
The vocabulary in blue is		- electrical circuit,		
from other linked tonics		- complete circuit,		
The topic they come from		- component,		
is indicated		- cell,		
is indicated.		- battery,		
		- positive,		
		- negative, connect/		
		connections,		
		- loose connection,		
		- short circuit,		
		- crocodile clip,		
		- bulb,		
		- switch,		
		- buzzer,		
		- motor,		
		- conductor,		
		- insulator,		
		- metal,		
		- non-metal,		
		- symbol		
	Year 3 – Light		Year 5 – Earth and	
Specific vocabulary linked	- light,		Space	
with Science units taught:	- light source,		- Sun,	
	- Sun,		- Moon,	
Earth and Space	- sunlight,		- Earth,	
	- dangerous		- planets (Mercury,	
The vocabulary in blue is			Jupiter, Saturn,	
from other linked topics.			Venus, Mars,	
The topic they come from			Uranus, Neptune),	

is indicated.			- spherical,	
			- Solar System,	
			- rotate,	
			- star,	
			- orbit	