



Science Skills and Vocabulary Progression map

		KS1		Lower KS2		Upper KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans	Understanding the world: Early Learning Goal: They make observations of animals and plants and explain why some things occur, and talk about changes.	What are the five senses and how do we use these to find out about the world Explain their ideas as responses to an issue. What do we call common animals? How can we compare them? (fish, amphibians, reptiles, birds and mammals) (carnivores, herbivores and omnivores)	How do humans keep healthy? (exercise, food, hygiene) What are the basic needs for survival? (water, food, air)	Why do animals and humans need the right amount of nutrition? How do animals and humans get their nutrition from what they eat? Why do we have a skeleton and what does it protect? How do animals move their muscles? How do muscles work?	What are the simple functions of the basic parts of the digestive system in humans? What are the different types of teeth in a human and what are their simple functions. What is a food chain? What are producers, predators and prey?	What are the changes as humans develop to old age?	What are the main parts of the human circulatory system? What are the functions of the heart, blood vessels and blood? What is the impact of diet, exercise, drugs and lifestyle on the way the body functions? What ways are nutrients and water transported within animals, including humans?
Vocabulary	<b>Plant, Animal</b>	<b>Senses Fish, Reptiles, Mammals, Birds, Amphibians Herbivore, Omnivore, Carnivore, Wings, Beak</b>	<b>Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene</b>	<b>Nutrition Movement, Muscles, Bones, Skull, Nutrition, Skeleton</b>	<b>Mouth, Tongue, Teeth, Oesophagus, Stomach, Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar, Producer, consumer, predator, prey, food chain</b>	<b>Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty, adolescent, adult, life cycle, reproduction</b>	<b>Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration, oxygen, carbon dioxide, lungs, diet, drugs, lifestyle</b>



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Plants	<p>Understanding the world: Early Learning Goal: They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Can you name the parts of a flowering plant and trees? What do plants need to grow well? What plants can you find by our school? Can you identify the different types of trees? (deciduous and evergreen trees)</p>	<p>How do seeds and bulbs grow into mature plants? Why do plants need water, light and suitable temperature to grow and stay healthy?</p>	<p>What are the parts of a flower? How does each part work? Can you describe the life cycle of a flowering plant? What is pollination? How are seeds dispersed? How is water transported through the plant? What does a plant need to grow and survive? (air, light, water, nutrients from soil and room to grow) What is the job of roots, leaves and stems/trunk and flowers?</p>			
Vocabulary	Plant, Flower, Grass, Tree	<p>Deciduous, Evergreen trees, Leaves, Flowers, Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem</p>	<p>Seeds, Bulbs, Water, Light, Temperature, Growth</p>	<p>Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower</p>			



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Living things and their habitats	Understanding the world: Early Learning Goal: They make observations of animals and plants and explain why some things occur, and talk about changes.		How can we sort living, dead and never been alive things? What is a food chain? What is a habitat? Why do animals live in their habitat? What is a microhabitat? Identify/name plants and animals including microhabitats.		How can we group living things? How do I use a key to identify local plants and animals? How can environments change? How can this effect or danger living things? What ways can we protect living things and the environment?	What is the difference between the life cycles of a mammal, an amphibian, and insect and a bird? How do plants and animals reproduce?	How are living things classified into groups? (Common characteristics and based on similarities and differences including micro-organisms, plants and animals)  Why do we classify plants and animals? (specific characteristics)
Vocabulary	Plant, Animal, Home		Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert		Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats	Mammal, Reproduction, Insect, Amphibian, Bird, Offspring, pollen, stigma, seed formation/dispersal, germination, pollination	Classification, Vertebrates, Invertebrates, Microorganisms, Amphibians, Reptiles, Mammals, Insects, crustacean, arachnid, offspring, mollusc



Science Skills and Vocabulary Progression map

Seasonal change	Understanding the world ELG: They make observations of plants and explain why some things occur, and talk about changes	How do the seasons change over the year? How does the weather change depending on the season? Why is there more sunlight in summer than winter?					
Vocabulary	Weather rain sunshine snow cloud	Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark					



Science Skills and Vocabulary Progression map

Evolution and Inheritance							<p>How do living things change over time? What information does a fossil provide? (information about living things that inhabited the Earth millions of years ago) Do offspring have the same characteristics as their parents? (Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.) How do animals and plants adapt to suit their environment? How does adaptation lead to evolution?</p>
Vocabulary							<p><b>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, inherit</b></p>



Science Skills and Vocabulary Progression map

Materials	<p>Understanding the world ELG: The world Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>What material is an object made from? What are the names of everyday materials? (wood, plastic, glass, metal, water and rock) Can you describe the material? Can we compare and group materials?</p>	<p>How can we use everyday materials? Which materials are waterproof? Which materials are strong and weak? Which material would we use for.....? Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Can a material change shape? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>			<p>How can we compare and group together everyday materials based on their properties? Including hardness, solubility, transparency, conductivity (electricity and thermal) and response to magnets. What is a substance? What is a solution? Can we recover a substance? Some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Separate solids, liquids and gases through filtering, sieving and evaporating How can we test materials? What is the difference between irreversible and reversible changes of state? Demonstrate that dissolving,</p>	
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Science Skills and Vocabulary Progression map

						<p>mixing and changes of state are reversible changes. Some changes result in the formation of new materials. Changes associated with burning and the action of acid on bicarbonate of soda are irreversible</p>	
Vocabulary	<b>Sand, Playdough, Paint, Mix, Soft, Hard</b>	<b>Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</b>	<b>Stretchy, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</b>			<b>Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing, insoluble, mixture, separating, evaporating, reversible and irreversible change, burning, rusting, sieving, residue</b>	



Science Skills and Vocabulary Progression map

States of matter	Understanding the world ELG: The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.				How can we compare and group materials together according to whether they are solids, liquids or gases? How do some materials change state when they are heated or cooled? How can I can measure temperature? What is evaporation and condensation? How does evaporation change when temperature changes?		
Vocabulary	<b>Hard, Soft, Water, Hot, Cold</b>				<b>Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating, water vapour, solidify, change state, boil</b>		





Science Skills and Vocabulary Progression map

Forces	Understanding the world ELG: The world Children know about similarities and differences in relation to objects and materials	How do objects move? How do you stop or slow down an object?	What are pushes and pulls? How can we control speed, direction of an object? How do they effect an object – can pushes and pulls change the shape of objects?	How do objects move on different surfaces? How do magnets attract, repel each other? Which materials are magnetic? How do the two poles effect magnetism? How can we compare and sort magnetic and nonmagnetic materials?		Why do unsupported objects fall towards the Earth? (forces of gravity) What are the effects of air resistance, water resistance and friction on moving surfaces? That some mechanicalness, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Vocabulary	<b>Stop, Start</b>	<b>Stop, start, roll, Move Slow fast</b>	<b>Push, pull, speed, direction Force</b>	<b>Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull</b>		<b>Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys</b>	
Rocks	Understanding the world ELG: The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.			How can we compare and group together different kinds of rocks? How are fossils formed? (when things have lived and then are trapped within rock) How is soil made? (from rocks and organic matter)			



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Vocabulary	Hard, Smooth, Rough			Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent			
Electricity	<p>Understanding the world            ELG: The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>			<p>What common appliances run on electricity?            Construct a simple series circuit What are the different parts to a circuit?            Including cell, wires, bulbs, switches and buzzers How does a lamp work as part of a circuit? How does a switch work and will this light the lamp in the simple series circuit? What are the common conductors and isolators? Are metals good conductors?</p>			<p>How does the number and voltage of cells effect the brightness of a lamp or the volume of a buzzer? Compare and give reasons for variations in how components function including brightness of bulb, loudness of buzzer, on/off position of switches. What symbols are used in an electrical circuit?            Recognise symbols when representing a simple circuit in a diagram.</p>



Science Skills and Vocabulary Progression map

Vocabulary	<b>Bright, Dark</b>			<b>Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators Connection, electricity</b>			<b>Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell, negative , positive</b>
Earth and space	Understanding the world ELG: The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.					How does the Earth and planets move? 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 Why does the sun seem to move across the sky, rising in the East and setting in the West? Why do we have day time and night time?	



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	<b>The world, Sky, Space, Stars, Planets</b>					<b>Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, Solar System, planets, orbit</b>	
Sound	Understanding the world ELG: The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.				How are sounds made? (vibration) Vibrations travel through a medium to the ear Find patterns between the volume of a sound and the strength of the vibration What happens to sound as the distance from the sound source increases?		
Vocabulary	<b>Quiet, Loud</b>				<b>Volume, Vibration, Wave, Pitch, Tone, travel, strength</b>		



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Light	<p>Understanding the world          ELG: The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>			<p>Recognise the need for light to see things and that dark is the absence of light?          How is light is reflected from surfaces? Why should we wear sunglasses? How is a shadow formed?          Shadows are formed when the light from light sources is blocked by a solid object.</p>			<p>What direction does light travel?          How do we see things? (light travels from light sources to our eyes or from light sources to objects then to our eyes)          How does light travel?          Understand that light travels in straight lines which explain why shadows have the same shape as the object that cast them.</p>
Vocabulary	<b>Bright, Dark</b>			<b>Light, Shadows, Mirror, Reflective, Dark, Reflection</b>			<b>Refraction, Reflection, Light, Spectrum, Rainbow, Colour, dark, shadow, absorb, symbol, diagram, opaque, translucent</b>