Bury and Whitefield
JEWISH PRIMARY SCHOOL

Science

Progression Map

These should be used to recap and revisit learning from previous years, during 'Flashback' time. This will enable stronger schema to be built, supporting our children to remember key facts.

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Working Scientifically			
EYFS	**KS1**	**LKS2**	**UKS2**
• To use all their senses in hands-on exploration of natural materials. • To talk about what they see. • To explore how things work. • To explore the natural world around them. • To describe what they see, hear and feel while they are outside. • To recognise some environments that are different to the one in which they live. • To understand the effect of changing seasons on the natural world around them. • To explore the natural world around them, making observations and drawing pictures of animals and plants. • To 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. • To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	• To ask simple questions and recognising that they can be answered in different ways. • To observe closely, using simple equipment. • To perform simple tests. • To identify and classify. • using their observations and ideas to suggest answers to questions. • gathering and recording data to help in answering questions.	• To ask relevant questions and using different types of scientific enquiries to answer them. • To set up simple practical enquiries, comparative and fair tests. • To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • To gather, record, classify and present data in a variety of ways to help in answering questions. • To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • To identify differences, similarities or changes related to simple scientific ideas and processes. • To use straightforward scientific evidence to answer questions or to support their findings.	• To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; • To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; • To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; • To use test results to make predictions to set up further comparative and fair tests; • To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations; • To identify scientific evidence that has been used to support or refute ideas or arguments.
Vocabulary Progression			
answers compare describe different explore find out group notice patterns same sort	aim block diagrams changes compare difference enquiry equipment experience findings gather identify (name) investigate measure observe	accurate bar chart chart classify comparative test criteria data develop diagram evaluate evidence explanation key making a test fair	accuracy and precision bar graphs causal relationship degree of trust dependent variable independent variable justify line graphs refute repeat results scatter graphs support

	pictograms questions record similarity simple tables sorting diagrams tally charts test What will we do? (plan) What do you think will happen? (prediction) What happened? (results) What have we found out? (conclusion)	method observations practical enquiry primary sources questioning reasoning relationships secondary sources standard units table variables (what do we change, what do we keep the same, how and what are we measuring?)	

Animals including Humans			
EYFS	**KS1**	**LKS2**	**UKS2**
• To understand the key features of the life cycle of an animal. • To respect and care for the natural environment and all living things. • To explore the natural world around them, making observations and drawing pictures of animals.	• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • To identify and name a variety of common animals that are carnivores, herbivores and omnivores. • To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). • To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • To notice that animals, including humans, have offspring which grow into adults; • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	• 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. • To identify that humans and some other animals have skeletons and muscles for support, protection and movement. • To describe the simple functions of the basic parts of the digestive system in humans. • To identify the different types of teeth in humans and their simple functions. • To construct and interpret a variety of food chains, identifying producers, predators and prey.	• To describe the changes as humans develop to old age. • To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • To describe the ways in which nutrients and water are transported within animals, including humans.

Vocabulary Progression			
• Names of animals: sheep, cows, cats, dogs, lions, elephants etc • Animal and human diets: food, healthy, unhealthy, fruit vegetables • Human and animal body parts: e.g. body, head, neck, arms, legs, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak • Human senses: sight, hearing, touch, smell, taste. • Exploring senses: loud, quiet, soft, rough. • Other: human, animal, pet. • Being born and growing: Young, grow, change, hatch, lay, fly, crawl, talk. • Young and adult names: e.g. lamb and sheep, kitten and cat. • Life cycle stages: e.g. baby, toddler, child, adult; egg, caterpillar, chrysalis, butterfly. • Survival and staying healthy: food, air, exercise, diet, healthy, hygiene, germs. • Food groups: fruit and vegetables, dairy, fat, salt, sugar. • Under the sea; fish, sharks, octopus, whales, dolphins, seals, seaweed.	• Names of animal groups: fish, amphibians, reptiles, birds, mammals. • Animal diets: carnivore, herbivore, omnivore. • Human and animal body parts: e.g. body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills. • Human senses: sight, hearing, touch, smell, taste. • Exploring senses: loud, quiet, soft, rough. • Other: human, animal, pet. • Being born and growing: Young, offspring, live young, grow, develop, change, hatch, lay, fly, crawl, talk. • Young and adult names: e.g. lamb and sheep, kitten and cat, duckling and duck. • Life cycle stages: e.g. baby, toddler, child, teenager, adult; frogspawn, tadpole, froglet, frog. • Survival and staying healthy: basic needs, survive, food, air, exercise, diet, nutrition, healthy, balanced diet, hygiene, germs. • Food groups: fruit and vegetables, proteins, dairy and alternatives, carbohydrates, oil and spreads, fat, salt, sugar. Previously introduced vocabulary: water.	• Food groups and nutrients: fibre, fats (saturated and unsaturated), vitamins, minerals. • Skeletons and muscles: skeleton, muscles, tendons, joints, protection, support, organs, voluntary muscles, involuntary muscles, biceps, triceps, contract, relax, bone, cartilage, shell, vertebrate, invertebrate, endoskeleton, exoskeleton, hydrostatic skeleton. • Names of human bones: e.g. skull, spine, backbone, vertebral column, ribcage, pelvis, clavicle, scapula, humerus, ulna, pelvis, radius, femur, tibia, fibula. • Other: energy. Previously introduced vocabulary: movement. • Digestive system: digest, digestion, tongue, teeth, saliva, salivary glands, oesophagus, stomach, liver, pancreas, gall bladder, small intestine, duodenum, large intestine, rectum, anus, faeces, organ. • Types of teeth and dental care: molar, premolar, incisor, canine, wisdom teeth, tooth decay, plaque, enamel, baby (milk) teeth. • Food chains and animal diets: decomposer, food web. Previously introduced vocabulary: producer, consumer, prey, predator, excretion, habitat.	• Process of reproduction: gestation, asexual reproduction, sexual reproduction, sperm, egg, cells, clone. • Changes and life cycle: embryo, foetus, uterus, prenatal, adolescence, puberty, menstruation, adulthood, menopause, life expectancy, old age, hormones, sweat. • Changing body parts: e.g. breasts, penis, larynx, ovaries, genitalia, pubic hair. Previously introduced vocabulary: reproduction, reproduce, types of animals and animal groups, fertilisation. • Circulatory system: circulation, heart, pulse, heartbeat, heart rate, lungs, breathing, blood vessels, blood, pump, transported, oxygenated blood, deoxygenated blood, oxygen, arteries, veins, capillaries, chambers, plasma, platelets, white blood cells, red blood cells. • Lifestyle: drug, alcohol, smoking, disease, calorie, energy input, energy output. • Other: water transportation, nutrient transportation, waste products. Previously introduced vocabulary: carbon dioxide.

Plants			
EYFS	**KS1**	**LKS2**	**UKS2**
• To plant seeds and care for growing plants. • To understand the key features of the life cycle of a plant and an animal. • To respect and care for the natural environment and all living things. • To explore the natural world around them, making observations and drawing pictures of plants.	• To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • To identify and describe the basic structure of a variety of common flowering plants, including trees. • To observe and describe how seeds and bulbs grow into mature plants. • To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	• To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • To 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. • To investigate the way in which water is transported within plants. • To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
Vocabulary Progression			
• Names of common plants: e.g. sunflower, tree, daffodil, bean plant • Name some features of plants: e.g. flower, fruit, leaf/leaves, petal, stem, root, seed, bulb, soil. • Growth of plants: grow, life cycle, die, wilt, seed. • Needs of plants: sunlight, food, soil, light, air. • Names of different habitats: e.g. rainforest, field, garden, pond	• Names of common plants: wild plant, garden plant, evergreen tree, deciduous tree, common flowering plant, weed, grass. • Name some features of plants: e.g. flower, vegetable, fruit, berry, leaf/leaves, blossom, petal, stem, trunk, branch, root, seed, bulb, soil. • Name some common types of plant e.g. sunflower, daffodil. • Growth of plants: germination, shoot, seed dispersal, grow, food store, life cycle, die, wilt, seedling, sapling. • Needs of plants: sunlight, nutrition, light, healthy, space, air. • Name different types of plant: e.g. bean plant, cactus. • Names of different habitats: e.g. rainforest, desert. Previously introduced vocabulary: water, temperature, warm, hot, cold, habitat.	• Water transportation: transport, evaporation, evaporate, nutrients, absorb, anchor. • Life cycle of flowering plants: pollination (insect/wind), pollen, nectar, pollinator, seed formation, seed dispersal (animal/wind/water), reproduce, fertilisation, fertilise, stamen, anther, filament, carpel (pistil), stigma, style, ovary, ovule, sepal, carbon dioxide. Previously introduced vocabulary: life cycle.	

Living Things and Their Habitats			
EYFS	**KS1**	**LKS2**	**UKS2**
• To recognise some environments that are different to the one in which they live.	• To explore and compare the differences between things that are living, dead, and things that have never been alive. • To 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. • To identify and name a variety of plants and animals in their habitats, including microhabitats. • To 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.	• To recognise that living things can be grouped in a variety of ways. • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • To recognise that environments can change and that this can sometimes pose dangers to living things.	• To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • To describe the life process of reproduction in some plants and animals. • 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. • To give reasons for classifying plants and animals based on specific characteristics.
Vocabulary Progression			
• Living or dead: living, dead, alive,healthy. • Habitat: shelter, safe, minibeast, air. • Life processes: move, grow, babies, food, breathe. • Names of habitats: e.g. under leaves, woodland, rainforest, sea shore,	• Living or dead: living, dead, never living, not living, alive, never been alive, healthy. • Habitats including microhabitats: depend, shelter, safety, survive, suited, space, minibeast, air. • Life processes: movement, sensitivity, growth, reproduction, nutrition, excretion, respiration. • Food chains: food sources, food, producer, consumer, predator, prey. • Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat. Previously introduced vocabulary: senses, carnivore, herbivore, omnivore, seed, water, names of materials.	• Living things: organisms, specimen, species. • Grouping living things: classification, classification keys, classify, characteristics. • Names of invertebrate animals: snails and slugs, worms, spiders, insects. • Invertebrate body parts: e.g. wing case, abdomen, thorax, antenna, segments, mandible, proboscis, prolegs. • Environmental changes: environment, environmental dangers, adapt, natural changes, climate change, deforestation, pollution, urbanisation, invasive species, endangered species, extinct. Previously introduced vocabulary: carbon dioxide, fish, bird, mammal, amphibian, reptile, skeleton, bone, vertebrate, invertebrate, backbone, names for animal body parts, names of common plants, photosynthesis.	• Reproduction: asexual reproduction, sexual reproduction, gestation, metamorphosis, gametes, tuber, runners/side branches, plantlet, cuttings, embryo, adolescent, penis, vagina, egg, pregnancy, gestation. Previously introduced vocabulary: life cycle, pollination, offspring, fertilise, fertilisation, sepal, filament, anther, stamen, pollen, petal, stigma, style, ovary, carpel, ovule, stem, bulb, roots, mammal, adult, baby, sperm, cells, live young. • Classifying: Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation. • Microorganisms: bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose.

Evolution and Inheritance			
EYFS	**KS1**	**LKS2**	**UKS2**
			• 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. • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Vocabulary Progression			
			• **Evolution** and **inheritance:** evolve, **adaptation,** inherit, **natural selection, adaptive traits, inherited traits,** mutations, theory of evolution, ancestors, biological parent, chromosomes, genes, Charles Darwin. • Other: selective breeding, artificial selection, breed, cross breeding, genetically modified food, cloning, DNA.

Seasonal Changes			
EYFS	**KS1**	**LKS2**	**UKS2**
• To understand the effect of changing seasons on the natural world around them. • To observe closely how trees change over the four seasons. • To plant seeds and caring for plants in the spring and summer.	• To observe changes across the 4 seasons. • To observe and describe weather associated with the seasons and how day length varies.		
Vocabulary Progression			
• Seasons: spring, summer, autumn, winter, • Weather: e.g. sun, rain, snow, frost, ice, cloud, hot/warm, cold, wind, thunder, weather. • Measuring weather: temperature, rainfall, thermometer • Day length: night, day, daylight. • Exploring: ice and thawing, melting and freezing	• Seasons: spring, summer, autumn, winter, seasonal change. • Weather: e.g. sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast. • Measuring weather: temperature, rainfall, wind direction, thermometer, rain gauge. • Day length: night, day, daylight.		

Forces			
EYFS	**KS1**	**LKS2**	**UKS2**
		• To compare how things move on different surfaces. • To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. • To observe how magnets attract or repel each other and attract some materials and not others. • To 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. • To describe magnets as having 2 poles. • To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	• To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
Vocabulary Progression			
		• How things move: move, movement, **surface**, distance, strength. • Types of **forces**: push, pull, contact force, non-contact force, **friction**. • **Magnets: magnetic, magnetic field,** magnetic force, bar magnet, horseshoe magnet, ring magnet, magnetic **poles** (north pole, south pole), **attract, repel,** compass. • Magnetic and non-magnetic materials: e.g. iron, nickel, cobalt. Previously introduced vocabulary: metal, names of materials.	• Types of forces: **air resistance, water resistance, buoyancy, upthrust,** Earth's **gravitational pull, gravity**, opposing forces, driving force. • **Mechanisms:** levers, pulleys, gears/cogs. • Measurements: **weight, mass,** kilograms (kg), Newtons (N), scales, speed, fast, slow. • Other: **streamlined**, Earth. Previously introduced vocabulary: air, heat, moon.

Light			
EYFS	**KS1**	**LKS2**	**UKS2**
• To describe what they see while they are outside. • To recognise differences between day and night. • To recognise animals that come out at night and during the day. • To notice different colours.		• To recognise that they need light in order to see things and that dark is the absence of light. • To notice that light is reflected from surfaces. • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • To recognise that shadows are formed when the light from a light source is blocked by an opaque object. • To find patterns in the way that the size of shadows change.	• To recognise that light appears to travel in straight lines. • To 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. • To 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. • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Vocabulary Progression			
• Light and seeing: dark, light, sun, shadow, senses. • Nocturnal animals: owls, bats, foxes, moths, birds, hedgehogs • Light sources: Sun, torch, fire, lamp		• Light and seeing: dark, absence of light, light source, illuminate, visible, shadow, translucent, energy, block. • Light sources: e.g. candle, torch, fire, lantern, lightning. • Reflective light: reflect, reflection, surface, ray, scatter, reverse, beam, angle, mirror, moon. • Sun safety: dangerous, glare, damage, UV light, UV rating, sunglasses, direct.	• Reflection: periscope. • Seeing light: visible spectrum, prism. • How light travels: light waves, wavelength, straight line, refraction. Previously introduced vocabulary: names and properties of materials, absorb.

Sound			
EYFS	**KS1**	**LKS2**	**UKS2**
• To describe what they see, hear and feel while they are outside.		• To identify how sounds are made, associating some of them with something vibrating. • To recognise that vibrations from sounds travel through a medium to the ear. • To find patterns between the pitch of a sound and features of the object that produced it. • To find patterns between the volume of a sound and the strength of the vibrations that produced it. • To recognise that sounds get fainter as the distance from the sound source increases.	
Vocabulary Progression			
		• Parts of the ear: eardrum. • Making sound: vibration, vocal cords, particles. • Measuring sound: pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance. • Other: soundproof, absorb sound.	

Earth and Space			
EYFS	**KS1**	**LKS2**	**UKS2**
			• To describe the movement of the Earth and other planets relative to the Sun in the solar system. • To describe the movement of the Moon relative to the Earth. • To describe the Sun, Earth and Moon as approximately spherical bodies. • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Vocabulary Progression			
			• Solar system: **star, planet.** • Names of planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus. • Shape: **spherical bodies, sphere.** • Movement: **rotate, axis, orbit, satellite.** • Theories: **geocentric model, heliocentric model, astronomer.** • Day length: sunrise, sunset, midday, time zone. Previously introduced vocabulary: **Sun, moon, shadow**, day, night, heat, **light**, **reflect**.

Electricity			
EYFS	**KS1**	**LKS2**	**UKS2**
		• To identify common appliances that run on electricity. • To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • To 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. • To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • To recognise some common conductors and insulators, and associate metals with being good conductors.	• To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • To 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. • To use recognised symbols when representing a simple circuit in a diagram.
Vocabulary Progression			
		• **Electricity:** mains-powered, battery-powered, **mains electricity,** plug, **appliances**, devices. • Circuits: **circuit,** simple series circuit, complete circuit, incomplete circuit. • Circuit parts: bulb, cell, wire, buzzer, switch, motor, **battery.** • Materials: **electrical conductor, electrical insulator.** • Other: safety. Previously introduced vocabulary: names of materials.	• Flow and measure of electricity: **voltage, amps, resistance, electrons**, volts (V), **current.** • Circuits**: symbol,** circuit diagram, component, function, filament. • Variations: dimmer, brighter, louder, quieter. • Types of electricity: natural electricity, human-made electricity, solar panels, power station. • Other: positive, negative.

Materials			
EYFS	**KS1**	**LKS2**	**UKS2**
• To explore collections of materials with similar and/or different properties. • To talk about the differences between materials and changes they notice.	• To distinguish between an object and the material from which it is made. • To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • To describe the simple physical properties of a variety of everyday materials. • To compare and group together a variety of everyday materials on the basis of their simple physical properties. • 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. • To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	• To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • To describe in simple terms how fossils are formed when things that have lived are trapped within rock. • To recognise that soils are made from rocks and organic matter. • To compare and group materials together, according to whether they are solids, liquids or gases. • To 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). • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• 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. • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • To demonstrate that dissolving, mixing and changes of state are reversible changes. • To 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.
Vocabulary Progression			
• Names of materials: wood, plastic, glass, metal, water, rock, paper, cardboard. • Properties of materials: hard, soft, shiny, stretchy, rough, smooth, bendy, waterproof, sharp, stiff. • Other: object.	• Names of materials: wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric. • Properties of materials: hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff. • Other: object. • Changing shape: squash, bend, twist, stretch. • Properties of materials: e.g. strong, flexible, light, hard-wearing, elastic. • Other: suitability, recycle, pollution.	• Types of rock: sedimentary rock, igneous rock, metamorphic rock. • Properties of rocks: permeable, semi-permeable, impermeable, durable. • Names of rocks: e.g. marble, chalk, granite, sandstone, slate. • Formation of rocks and fossils: natural, human-made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil. • Soil: sandy, chalky, clay, peaty, loamy, topsoil, subsoil, bedrock, mineral, organic matter, compost. • Other: palaeontology. • States of matter: solids, liquids, gases, particles. • State change: evaporate, condense, melt, freeze, heat, cool, melting point, freezing point, boiling point, water vapour. • Water cycle: precipitation, evaporation, condensation, ground run-off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail. • Other: atmosphere.	• Properties of materials: thermal conductor/insulator, magnetism, electrical resistance, transparency. • Mixtures and solutions: dissolving, substance, soluble, insoluble. • Changes of materials: reversible change, physical change, irreversible change, chemical change, burning, new material, product. • Separating: sieving, filtering, magnetic attraction. Previously introduced vocabulary: electrical conductor/insulator, bulb, translucent.

Scientists and Inventors			
EYFS	**KS1**	**LKS2**	**UKS2**
	• To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). • To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • To describe the simple physical properties of a variety of everyday materials. • To compare and group together a variety of everyday materials on the basis of their simple physical properties. • To observe and describe weather associated with the seasons and how day length varies. • To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • To 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. • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • 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. • To find out about people who have developed new materials (non-statutory).	• To explore the requirements of plants for life and growth (air, light, water, nutrients, soil, room to grow), how they vary from plant to plant. • To identify that humans and some other animals have skeletons and muscles for support, protection and movement. • To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • To describe in simple terms how fossils are formed when things that have lived are trapped within rock. • To notice that light is reflected from surfaces. • To observe how magnets attract or repel each other and attract some materials and not all. • To recognise that environments can change and that this can sometimes pose dangers to living things. • To identify the different types of teeth in humans and their simple functions. • To compare and group materials together, according to whether they are solids, liquids or gases. • To 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). • To recognise that vibrations from sounds travel through a medium to the ear. • To identify common appliances that run on electricity. • To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	• To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • 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. • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • To find out about the work of naturalists and animal behaviourists (non-statutory). • To describe how scientific ideas have changed over time (non-statutory). • To give reasons for classifying plants and animals based on specific characteristics. • To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • 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. • To use recognised symbols when representing a simple circuit in a diagram.