Pinehurst Primary School

Progression in Vocabulary - Science

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Working Scientifically
LPC	**LPC Expectations** Notice detailed features of their environment. Show an interest in books. Learn the names of things. Enjoy playing with small world animal. Listen to environmental sound. Explore objects by linking together different approaches. Use senses to explore the world around them.			**Early Learning Goals** 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.			**EYFS Enquiry Skills** Show curiosity about objects, events and people. Question why things happen. Engage in open-ended activity. Take a risk, engage in new experiences and learn by trial and error. Find ways to solve problems / find new ways to do things / test their ideas. Develop ideas of grouping, sequences, cause and effect. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Use senses to explore the world around them. Make links and notice patterns in their experiences.
LA	**Learning About Themselves** To name body parts. Understand the importance of washing hands, brushing teeth and eating a healthy snack.	**Signs of Autumn** Change in the weather. Autumn Treasures e.g., leaves, conkers, pinecones etc. Autumn Animals. Ask questions. Talk about what they observe. Sort into size/colours.	**Winter/Snowy Animals (Animals that live in cold)** Investigating ice – melting. Comment and ask questions about the natural world.	**Signs of Spring – New Life** Caring for chicks/ducklings/ tadpoles. Ask questions about animals observed in their environment.	**Living Things** Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water). Show interests in different animals and sound they make.	**Living Things** Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.	
EYFS	**All About Me** Know how to keep healthy – daily exercise,	**Light and Dark** Seasonal similarities and differences in relation to	**Observe Signs of Winter** Observe change in the weather notice	**New Life** (Notice differences and similarities) Knowing different animal and plant life cycles.	**Mini Beasts** To notice changes over time.	**The Big Wide World** To look after the world around us.	

	healthy diet, brushing teeth, enough sleep. Seasonal differences and similarities. Differences and similarities linked to food and harvest. Sort objects into groups by size, colour.	changing seasons, clocks changing, light and dark. Understand ideas connected to light and dark – e.g., reflection, nocturnal animals etc.	differences and similarities. Using senses to explore the world around them.	Observing and making comparisons between different life cycles. Use simple equipment to observe.	To answer how and why questions. To describe some simple features of plants and animals. Use simple equipment to observe.	Using senses to explore the world around them.	Create simple representations of events, people and objects. Build up vocabulary that reflects the breadth of their experience.
1	**Seasonal Changes** (And throughout year) season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark	**Everyday Materials** wood, plastic, glass, paper, metal, rock, hard, soft, rough, smooth, shiny, dull, bendy, stiff	**Plants** (Bulbs to be planted and ready for Spring) deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches	**Plants** (Cont. from Autumn) deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches	**Animals, including Humans: The Human Body** amphibians, fish, reptiles, mammals, birds (+ 1 example of each), herbivore, omnivore, carnivore head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot wing, beak, tail, fin sight, smell, touch, taste, hearing	**Animals, including Humans: Types of Animals** amphibians, fish, reptiles, mammals, birds (+ 1 example of each), herbivore, omnivore, carnivore head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot wing, beak, tail, fin sight, smell, touch, taste, hearing	**Working Scientifically (Key Stage One)** • question • answer • observe • observing • equipment • identify • sort • group • compare • differences • similarities • describe • measurements • test • results • secondary sources • record • diagram • chart
2	**Living Things and Their Habitats: Food Chains** living, dead, habitat, microhabitat, woodland, meadow, hedgerow, pond	**Uses of Everyday Materials** brick, fabric, elastic, foil, property, solid, waterproof, absorbent, opaque, transparent, squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce	**Plants** growth, germinate, light, temperature reproduce, lifecycle	**Plants: WS Focus** growth, germinate, light, temperature reproduce, lifecycle	**Animals, including Humans: Health and Growing** survival, water, air, food, reproduce, adult, baby, offspring, kitten, calf, puppy food chain, prey, predator, camouflage, protection exercise, hygiene, balanced diet	**Animals, including Humans: Life Cycles** survival, water, air, food, reproduce, adult, baby, offspring, kitten, calf, puppy food chain, prey, predator, camouflage, protection exercise, hygiene, balanced diet	
3	**Animals, including Humans: Diet/Muscles/Skeletons** skeleton, skull, bones, muscles, movement, support, protection, nutrition	**Rocks** soils, organic matter, fossil, crystal, sandstone, granite, marble, pumice, absorbent, crumble sedimentary, layer,	**Forces and Magnets** force, surface, magnetic, attract, repel, contact force, non-contact force, magnetic force, magnet, strength,	**Forces and Magnets** force, surface, magnetic, attract, repel, contact force, non-contact force, magnetic force, magnet, strength,	**Plants** air, water, transportation, nutrients, soil, reproduction, seed	**Light** light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque	**Working Scientifically (Lower Key Stage Two)** • oral and written explanations • conclusion • predictions

		sediment igneous, magma, lava, gas bubbles (tiny holes/spaces) metamorphic, change, squeeze, pressure	bar/ring/button/horseshoe magnets, magnetic material, metal, iron, steel, non-magnetic, poles, north/south pole	bar/ring/button/horseshoe magnets, magnetic material, metal, iron, steel, non-magnetic, poles, north/south pole	formation, seed dispersal, pollination		• criteria • classify • changes • data • contrast • evidence • improve • secondary sources • guides • keys • construct • interpret • research – relevant question • equipment – thermometer, data – gather, standard units, record, classify, present record – drawings, labelled diagrams, keys, bar charts, tables
4	**Animals, including Humans: Teeth** mouth, tongue, teeth, nutrients, absorb, canine, incisor, molar producer, consumer, apex predator	**States of Matter** solid, liquid, gas, evaporation, condensation, particle, temperature, freezing, heating	**Electricity** appliance, battery power, main power, circuit, series, cell, battery, wire, bulb, switch, break in circuit conductor, insulator, electricity, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor, faster/slower, conductor, insulator, metal/non metal	**Sound** vibration, wave, volume, pitch, tone, insulation, sound source, noise, travel, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument	**Living Things and Their Habitats: Classification** vertebrates, invertebrates (+ 1 example of each), environment, habitat, classification key	**Animals, including Humans: Digestive System** mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, nutrients, absorb, producer, consumer, apex predator	
5	**Properties and Changes of Materials** hardness, transparency, conductivity (electrical, thermal), solubility, solution, dissolve, filter, evaporate, sieve, reversible, irreversible	**Forces** air resistance, water resistance, friction, gravity, lever, gear, pulley, Newtons, fall, Earth, gravity, weight, mass, moving surfaces, mechanisms, force, transfers	**Earth and Space** Earth, sun, moon, solar system, axis of rotation, day, night, phases of the moon, star, constellation, planets, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks	**Earth and Space** Earth, sun, moon, solar system, axis of rotation, day, night, phases of the moon, star, constellation, planets, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks	**Living Things and Their Habitats: Life Cycles** life process, reproduction, offspring	**Animals, including Humans: Puberty and Adolescence** womb, foetus, embryo, gestation, baby, toddler, teenager, elderly growth, development, puberty	**Working Scientifically (Upper Key Stage Two)** • plan • variables • measurements • accuracy • precision • repeat readings • predictions, further comparative and fair test • identify • classify and describe • patterns • systematic
6	**Electricity**	**Animals, including Humans: The Circulatory System**	**Evolution and Inheritance**	**Evolution and Inheritance**	**Light**	**Living Things and Their Habitats: Classification**	

	circuit - series, parallel voltage, volts, amps, electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, conductor, insulator, voltage, current, resistance	function, circulatory system, heart, valve, blood vessel, vein, artery transport, oxygenated, deoxygenated lifestyle, drug	adaptation, evolution, characteristic, reproduction, genetics, survival	adaptation, evolution, characteristic, reproduction, genetics, survival	refraction, reflection, spectrum, rainbow, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent	characteristic, classification, organism, micro-organism	• quantitative measurements • report data – scientific diagrams, labels, classification keys, tables, scatter graphs, bar graph and line graphs • report and present – conclusions, casual relationships, explanations, degree of trust, oral and written display and presentation • evidence – support, refute, ideas or arguments biology, physics, chemistry