Hazelwood Schools

Science

Knowledge & Skills Progression

*covered in another topic in the year group

Plants	
EYFS	
Nursery	**Reception**
• Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • *Use all their senses in hands-on exploration of natural materials.* • *Explore collections of materials with similar and/or different properties.* • *Begin to understand the need to respect and care for the natural environment and all living things. (Living things and their habitats)*	• *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. (Living things and their Habitats)*
Vocabulary: Tier 1: plant, leaf, stem, trunk, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil Tier 2: seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle	**Vocabulary:** *Tier 1: plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest* *Tier 2: Environment*

Plants					
KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees	• Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • *Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 -*	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is	• *Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)* • *Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)*	• *Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)*	• *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. (Y6 - Living things and their habitats)* • *Give reasons for classifying plants and animals based on specific characteristics. (Y6 -*

	Living things and their habitats)	transported within plants. ● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	● *Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)*		*Living things and their habitats)*
Vocabulary: *Tier 1:* Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, light, shade, sun, warm, cool, water, grow, healthy *Tier 2:*	**Vocabulary:** *Tier 1:* light, shade, sun, warm, cool, water, grow, healthy *Tier 2:* nutrients, wither, seedling, soil, earth *Tier 3:* Mature plant, Temperature, Germinate/germination, Pollination, Seed dispersal	**Vocabulary:** *Tier 1:* soil, well-drained, fertiliser, nutrients, plant life cycle, seed *Tier 2:* seed dispersal, formation, pollination, transported	**Vocabulary:** *Tier 2:* Plant groups (trees, grasses, flowering and non-flowering plants)	**Vocabulary:** *Tier 1:* seed dispersal, germination, reproduction, cycle, pollen *Tier 2:* asexual, stamen, stigma, filament, anther, style, sepal, carpel	**Vocabulary:** *See Living things and their habitats.*

Living Things and Their Habitats	
EYFS	
Nursery	**Reception**
• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Begin to understand the need to respect and care for the natural environment and all living things. • *Plant seeds and care for growing plants. (Plants)* • *Understand the key features of the life cycle of a plant and an animal. (Plants)*	• 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
Vocabulary: Tier 1: natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern Tier 2: living, dead, similar	**Vocabulary:** *Tier 1:* plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest Tier 2: Environment

Living Things and Their Habitats					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)* • *Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)* • *Identify and name a variety of common animals including fish,*	• Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,	• *Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)*	• Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to*

amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) ● *Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)* ● *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)* ● *Observe changes across the four seasons. (Y1 - Seasonal change)*	and how they depend on each other. ● Identify and name a variety of plants and animals in their habitats, including microhabitats. ● 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. ● *Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)*		dangers to living things. ● *Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)*		*their parents. (Y6 - Evolution and inheritance)* ● *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)*
Vocabulary: *See Animals including humans and Plants.*	**Vocabulary:** *Tier 1:* light, shade, sun, warm, cool, water, grow, healthy, grow, dead, non-living, alive, living, breathe, shelter, feed *Tier 2:* habitats, characteristics, adaptation, food chain, microhabitats, carnivore, herbivore, omnivore *Tier 3:* Reproduce, respire, producer, excrete, cosumer	**Vocabulary:** *See Plants.*	**Vocabulary:** *Tier 1:* environment, fish, reptiles, amphibians, mammals, birds, classification keys *Tier 2:* vertebrates, invertebrates, human impact *Tier 3:* organism, population, deforestation, variation characteristics	**Vocabulary:** *Tier 1:* birth, puberty, eggs, live young *Tier 2:* menstrual cycle, fertilisation, embryo, ovary, placenta, penis, testes, vagina, uterus, hormones *Tier 3:* Chromosomes, Ovum, Zygote, Fallopian tubes, gestation,	**Vocabulary:** *Tier 1:* organism, micro-organism *Tier 2:* bacteria, microbes, fungus, arachnid, mollusc, insect and crustacean

Animals Including Humans	
EYFS	
Nursery	**Reception**
• *Understand the key features of the life cycle of a plant and an animal.* • *Begin to understand the need to respect and care for the natural environment and all living things.* ***(living things and their habitats)***	• Recognise some environments that are different to the one in which they live. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them.
Vocabulary: **Tier 1** • egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, jump, fly, patterns, spots, stripes, **Tier 2**: • life cycle, mane, webbed feet **Humans** **Tier 1:** grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf **Tier 2**: • life cycle, senses, elderly, die (if appropriate)	**Vocabulary: Animals** **Tier 1**: Names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice **Tier 2:** • environment, polar regions, ocean, camouflage **Humans** **Tier 1** hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman **Tier 2**: • bald, elderly, wrinkles, male, female, freckles

Animals Including Humans					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	• Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying	• Describe the changes as humans develop to old age. • *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)*	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • *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. (Y2 - Living things and their habitats)*	for support, protection and movement.	producers, predators and prey.	• *Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)*	• Describe the ways in which nutrients and water are transported within animals, including humans. • *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. (Y6 - Living things and their habitats)* • *Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)*
Vocabulary: *Tier 1:* mouth, head, body, necky, arms, eyebrows, eyelashes, legs, elbows, knees, face, eyes, ears, teeth *Tier 2:* names of common animals e.g. fish, man-eaters, plant feeders, habitat, wild animals, senses, hearing, seeing, touching, tasting, wing, claw, beak, tail, fur, fin, feather, scales	**Vocabulary:** *Tier 1:* adult, baby, toddler, child, teenager, grow, water, food, air *Tier 2:* Offspring, young, survival, hygiene, infection, exercise, unhealthy, life cycle, heart rate, nutrition	**Vocabulary:** *Tier 1:* nutrition, nutrients, balanced diet, skeleton, muscles, protection, movement, ribs, spine, backbone, joints, sockets *Tier 2:* carbohydrates, protein, vitamins, minerals, fat, brain, blood vessels, heart, skull, tendons *Tier 3:* vertebrates, invertebrates, endoskeleton, exoskeleton	**Vocabulary:** *Tier 1:* digestive system, digestion, saliva, oesophagus, stomach, small intestine, large intestine, absorb, swallowing, chewing, rectum, anus, faeces, consumer, predator, prey, producers, canines, incisors, pre-molars, molars, cavities, dentine, plaque, pulp-cavity, tooth decay, gums, nerves, enamel *Tier 2:* chemical enzymes, gastric juices	**Vocabulary:** *Tier 1:* birth, live young, eggs *Tier 2*: reproduction, sexual, fertilisation, menstrual cycle, puberty, egg cell, embryo, ovary, placenta, penis, testes, vagina, uterus, hormones, fallopian tubes *Tier 3:* Chromosomes, Ovum, Zygote, Gestation	**Vocabulary:** *Tier 1:* circulatory system, blood vessels, capillaries, arteries, veins, red blood cells, white blood cells, oxygen, carbon dioxide, lungs, air sacs, ventricles, atrium, aorta, wind pipe, diaphragm, bronchi, pulmonary vein/artery, plasma, drugs, diet, heart rate, clotting *Tier 2*: gaseous exchange, oxygenated, deoxygenated, respiratory system, aerobic respiration, trachea, haemoglobin, bronchioles, alveoli

Evolution and Inheritance
EYFS – N/A

Evolution and Inheritance					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• *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. (Y2 - Living things and their habitats)* • *Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)*	• *Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)* • *Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)*	• *Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)*	• *Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)*	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Vocabulary: *Tier 1:* *Tier 2:*	**Vocabulary:** *See Living things and their habitats and Animals, Including humans.*	**Vocabulary:** *See Plants.*	**Vocabulary:** *See Living things and their habitats.*	**Vocabulary:** *See Living things and their habitats.*	**Vocabulary:** *Tier 1:* adaptation, genes, change, features, fossils *Tier 2:* evolution, DNA, evolutionary change, inherit, inheritance, environmental conditions, natural selection, variation, reproduction, competition, environmental variations, survival of the fittest,

					Dominance, recessive

Seasonal Changes	
EYFS	
Nursery	**Reception**
	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.
	Vocabulary: *Tier 1:* spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers *Tier 2:* hibernate, migrate, snowflake

Seasonal Changes					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.		• *Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)*		• *Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)*	
Vocabulary: *Tier 1:* day, light, dark, weather *Tier 2:* Season, Autumn, Winter, Spring, Summer, shadow, moon, daylight, day length		**Vocabulary:** *See Light.*		**Vocabulary:** *See Earth and Space.*	

Materials	
EYFS	
Nursery	**Reception**
• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice.	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.
Vocabulary: *Tier 1:* mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric	**Vocabulary:** *Tier 1:* ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back *Tier 2:* solid, liquid, gas, most suited

Materials					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	• *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks)* • *Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)* • *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify*	• Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to	

the basis of their simple physical properties.		*some magnetic materials. (Y3 - Forces and magnets)*	associate the rate of evaporation with temperature. ● *Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)*	decide how mixtures might be separated, including through filtering, sieving and evaporating. ● Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. ● Demonstrate that dissolving, mixing and changes of state are reversible changes. ● Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Vocabulary: *Tier 1:* object, material, water *Tier 2:* wood, plastic, glass, metal, solid, liquid, solid, gas, rock, rough, smooth, bright, shiny, dull, dim, absorbent, waterproof, bendy, stiff, hard, squashing, stretching, see	**Vocabulary:** *Tier 1:* (as year 1) pushing, pulling, shape, useful, use *Tier 2:* man-made, natural, characteristics, properties, rigid, flexible, strong, weak, reflective, non-reflective, transparent,	**Vocabulary:** *See forces and magnets.*	**Vocabulary:** *Tier 1:* air, powder, grain, oxygen *Tier 2:* changing state, gaseous, particles, water vapour, water cycle, heating/cooling, degree Celsius, melt, freeze, boil, evaporation, condensation,	**Vocabulary:** *Tier 1:* As year 4, conductor, insulator, states of matter, liquid, solid, gas *Tier 2:* solubility, electrical/thermal conductivity, buoyancy, suspension, dissolve, solution, soluble, insoluble,	**Vocabulary:** *n/a*

through (other names of materials), transparent, properties	opaque, translucent, suitability, purpose		energy transfer, solidify, boiling point, precipitation, transpiration, forces of attraction	solvent, solute, burning, rusting, mixture, filtering, sieving, reversible, irreversible, combustion, oxidisation, chemical reaction, residue, filtrate	

Rocks
EYFS-N/A

Rocks					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• *Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)* • *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)* • *Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)* • *Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)*	• *Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)*	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.			• *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)*
Vocabulary: *See Everyday Materials.*	**Vocabulary:** *See Everyday Materials*	**Vocabulary:** *Tier 1:* rock, stone, pebble, soil, boulder, name of properties e.g. hard and soft *Tier 2:* absorb, fossil, grains, crystals, layers, texture, molten,	**Vocabulary:** *n/a*	**Vocabulary:** *n/a*	**Vocabulary:** *See Evolution and Inheritance*

		magma, common rocks: marble, chalk, clay, slate, erosion, strata, particles, porous, permeable, impermeable			

Light	
EYFS	
Nursery	**Reception**
• Explore how things work. • Talk about the differences in materials and changes they notice.	• Describe what they see, hear and feel whilst outside.
Vocabulary: **Tier 1:** light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror **Tier 2**: light source, reflective, non-reflective, dim, dimmer, dimmest	**Vocabulary:** **Tier 1**: Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-seethrough, source, light source **Tier 2**: casting a shadow, pale, dark, transparent, opaque

Light					
KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)* • *Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)*		• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change		• *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. (Y5 - Properties and changes of materials)*	• Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as

					the objects that cast them.
(See - Materials)	N/A	**Vocabulary:** *Tier 1:* light, darkness, names of light sources e.g. torch, sun, mirror, sunlight *Tier 2:* light source, reflect, reflective, shadow, absorb, block, transparent, opaque, translucent, bright, dim, light beam, emit, spectrum	N/A	*(See - Properties and changes of materials)*	**Vocabulary:** *Tier 1:* Year 3 vocabulary, rainbow *Tier 2:* Absorption, transmission, lenses, optics, prism, refraction, spectrum

Forces	
EYFS *See ELG: Understanding the World (The Natural World)*	
Nursery	**Reception**
• *Explore how things work.* • *Explore and talk about different forces they can feel.* • *Talk about the differences between materials and changes they notice.*	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.
Vocabulary: **Tier1:** object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow **Tier 2:** rising, falling, attract, repel, faster, slower, pulley, gear, elastic	**Vocabulary:** **Tier 1:** float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow **Tier 2:** force, rotate, solid, liquid, gravity

Forces					
KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	• *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)*	• Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify		• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	

		some magnetic materials. ● Describe magnets as having two poles. ● Predict whether two magnets will attract or repel each other, depending on which poles are facing.			
N/A	See Everyday Materials	**Vocabulary:** *Tier 1:* push, pull, magnet, strength, force *Tier 2:* magnetic, attract, repel, ring magnet, bar magnet, horse-shoe magnet, button magnet, newton meter, constant/non-constant force, gravity	N/A	**Vocabulary:** *Tier 1:* As year 3 *Tier 2:* mechanisms, air resistance, water resistance, levers, pulleys, gears, springs, drag forces, transference of force and motion	N/A

Electricity	
EYFS *See ELG: Understanding the World (The Natural World)*	
Nursery	**Reception**
● Explore how things work.	
Vocabulary: **Tier 1:** battery, plug, socket, electricity, wire, sound, light, move **Tier 2:** mains electricity, device, appliance, electrical	N/A

Electricity					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			● Identify common appliances that run on electricity. ● Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. ● Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. ● Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.		● Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ● Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. ● Use recognised symbols when representing a simple circuit in a diagram.

			• Recognise some common conductors and insulators, and associate metals with being good conductors.		
N/A	N/A	N/A	**Vocabulary:** *Tier 1:* electricity, plug, battery, wire, switch, connect *Tier 2:* electrical device, mains, components, conductor, insulator, circuit symbol, cell, bulb, buzzer, motor, simple circuit, complete circuit, open/closed circuit, positive, negative, crocodile clip, series circuit, terminal	N/A	**Vocabulary:** *Tier 1:* As year 4, volume *Tier 2:* series circuit, terminal, voltage, current, resistance, diagram, parallel circuit

Sound	
EYFS *See ELG: Understanding the World (The Natural World)*	
Nursery	**Reception**
• Explore how things work.	• Describe what they see, hear and feel whilst outside.
Vocabulary: **Tier 1:** sound, noise, loud, quiet, high, low, music, bang, blow, pluck, soft, hard, fast, slow, names of instruments **Tier 2:** musician, notes, vibrate, vibration, pitch, rhythm, pulse, volume	**Vocabulary:** **Tier 1:** sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar **Tier 2:** source, crescendo, vibration, pitch

Sound					
KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)*			• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of		

			the vibrations that produced it. ● Recognise that sounds get fainter as the distance from the sound source increases.		
(See Animals, including humans)	N/A	N/A	**Vocabulary:** *Tier 1:* sound, noise, volume, travel, loud, quiet, tune, high, low *Tier 2:* sound source, vibrate, sound wave, pitch, echo, tuning fork, insulation, instrument, percussion, string, brass, woodwind, reflection of sound, strength of vibrations	N/A	N/A

Earth and Space	
EYFS *See ELG: Understanding the World (The Natural World)*	
	Reception
	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Learn about the Solar System and stars • Learn about space travel
	Vocabulary **Tier 1:** Sun, Moon, Earth, star, planet, sky, day, night, space, round, light, heavy, fall, bounce, float, rise, fall, air **Tier 2:** sunrise, sunset, astronaut, astronomer, constellation, orbit, nocturnal, slow-motion, magnify

Earth and Space					
KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• *Observe changes across the four seasons. (Y1 - Seasonal changes)* • *Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)*				• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to	

				explain day and night and the apparent movement of the sun across the sky	
(See *seasonal changes)*	N/A	N/A	N/A	**Vocabulary:** *Tier 1:* Earth, Sun, moon, spherical/sphere, spin, day, night *Tier 2:* Solar System, Planets, Celestial body, rotates, phases of the moon, axis, Mercury, Mars, Neptune, Venus, Jupiter, Saturn, Pluto, Uranus, Time zones, Orbit, Elliptical orbit, revolve, shadow clocks, sundials, asteroids, comets, galaxy, meteors, light years, geocentric/heliocentric model	N/A

Skills

Asking questions and recognising that they can be answered in different ways	
EYFS	
Nursery	**Reception**
● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; *(Listening, Attention & Understanding -ELG)* ● Make comments about what they have heard and ask questions to clarify their understanding *(Listening, Attention & Understanding -ELG)*	

Asking questions and recognising that they can be answered in different ways					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Asking simple questions and recognising that they can be answered in different ways • While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. • The children answer questions developed with the teacher often through a scenario. • The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways		**Asking relevant questions and using different types of scientific enquiries to answer them** ● The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. ● The children answer questions posed by the teacher. ● Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.		**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** ● Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. ● Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.	

Making observations and taking measurements	
EYFS	
Nursery	**Reception**
● Explore the natural world around them, making observations and drawing pictures of animals and plants; (UW – The Natural World -ELG) ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (UW- People, Culture and Communities – ELG)	

Making observations and taking measurements					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Observing closely, using simple equipment • Children explore the world around them. 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. • They begin to take measurements, initially by comparisons, then using non-standard units.		**Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers** ● The children make systematic and careful observations. ● They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.		**Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate** ● 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. ● 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 further secondary sources (researching); in order to get accurate data (closer to the true value).	

Engaging in practical enquiry to answer questions	
EYFS	
Nursery	**Reception**
● Explore the natural world around them, making observations and drawing pictures of animals and plants; (UW- The Natural world ELG)	

Engaging in practical enquiry to answer questions					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Performing simple tests • The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; **Identifying and classifying** • Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. • They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing		**Setting up simple practical enquiries, comparative and fair tests** ● The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. ● They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. *Explanatory note: A comparative test is performed by changing a variable that is qualitative e.g. the type of 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.*		**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** ● The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.	

Recording and presenting evidence	
EYFS	
Nursery	**Reception**
● Explore the natural world around them, making observations and drawing pictures of animals and plants; (UW- The Natural world ELG) ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&L – Speaking – ELG)	

Recording and presenting evidence					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Gathering and recording data to help in answering questions • The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. • They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. • They classify using simple prepared tables and sorting rings.		**Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables** ● The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams. ● Children are supported to present the same data in different ways in order to help with answering the question.		**Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs** ● The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. ● Children present the same data in different ways in order to help with answering the question.	

Answering questions and concluding	
EYFS	
Nursery	**Reception**
• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; (C&L – Listening, Attention and Understanding – ELG) • Make comments about what they have heard and ask questions to clarify their understanding (C&L – Listening, Attention and Understanding – ELG) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&L – Speaking – ELG) • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; (Literacy – Comprehension- ELG) • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Literacy – Comprehension- ELG)	

Answering questions and concluding					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Using their observations and ideas to suggest answers to questions • Children use their experiences of the world around them to suggest appropriate answers 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 **Using their observations and ideas to suggest answers to questions** • The children recognise 'biggest and smallest', 'best and worst' etc. from their data.		**Using straightforward scientific evidence to answer questions or to support their findings.** • Children answer their own and others' 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. **Identifying differences, similarities or changes related to simple scientific ideas and processes** • Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships. **Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**		**Identifying scientific evidence that has been used to support or refute ideas or arguments** • Children answer their own and others' 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 understanding, supports or refutes their answer. • They talk about how their scientific ideas change due to new evidence that they have gathered. • They talk about how newly discover **Reporting and presenting findings from enquiries, including conclusions, causal relationships and**	

	● They draw conclusions based on their evidence and current subject knowledge.	**explanations of and degree of trust in results, in oral and written forms such as displays and other presentations** ● In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.
Working Scientifically Vocabulary: **Year 1:** *Children's vocabulary*: question, answer, equipment, results, sort, explore, observe, similar, similarities, egg timers, ruler, tape measure, metre stick, beaker, collect, measure, record, group, test, compare, describe, different, differences *Teacher's vocabulary:* evidence, data, table, chart, classify, identify, observe changes over time, relationships, patterns, secondary sources, hand lenses, communicate **Year 2:** *Children:* As previous + chart, table, pictogram, tally chart, block diagram/graph, gather, order, notice, patterns, link ideas, stop watch, pipette, syringe, use comparatives such as hotter/colder *Teacher's vocabulary:* As previous + Gather evidence, data, Venn diagram, identify, classify, rank, notice relationships	**Working Scientifically Vocabulary:** **Year 3:** *Children's vocabulary*: As KS1 + scientific enquiry, similarities, differences, observations, keys, bar charts, thermometer, data logger, changed over time, identify, classify, conclusion, prediction, magnifying glass, microscope, comparative tests, fair tests, present, data, results, support, does not support *Teacher's vocabulary:* As KS1 + systematic, accurate, disprove, notice relationships **Year 4:** *Children's vocabulary*: As previous + increase, decrease, accurate, appearance *Teacher's vocabulary:* As previous + systematic, disprove, notice relationships	**Working Scientifically Vocabulary:** **Year 5:** *Children's vocabulary*: As previous + opinion, fact, variables, independent variable, dependent variable, controlled variable, precision, classification key, scatter graph, line graph, notice relationships, support *Teacher's vocabulary:* As previous + degree of trust, causal relationships, refute **Year 6:** *Children's vocabulary*: As previous + systematic, causal relationships, refute, degree of trust *Teacher's vocabulary:* All previous vocabulary.

Evaluating and raising further questions and predictions	
EYFS	
Nursery	**Reception**

Evaluating and raising further questions and predictions					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. **Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions** ● Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. ● Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.		**Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations** ● They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. ● They identify any limitations that reduce the trust they have in their data. **Using test results to make predictions to set up further comparative and fair tests** ● Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.	

Communicating their findings	
EYFS	
Nursery	Reception

Communicating their findings					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.		**Reporting and presenting findings from enquiries, including conclusions, causal 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	