





Progression Aims This document shows the progression of required vocabulary that the children should understand throughout each topic as a prerequisite for further learning. Vocabulary is not exclusive to each year group, however there a specific focus on the language in the topics covered in that science unit. We value a vocabulary rich curriculum and we provide opportunities for the pupils to verbalise their knowledge using subject specific vocabulary to demonstrate their understanding.

| Science                   | Nursery  | Reception   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
|---------------------------|--|---|--|---|---|--|---|---|
|                           |  |   |  |   |   |  |   |   |
| Working<br>Scientifically | What? Look closely Watch Touch Smell Listen Sort | How? Observe Feel Same Different Compare ask questions record group resources | Why? Similar different best and worst change plan look biggest and smallest compare sort and group | change<br>slowly<br>quickly<br>describe<br>name<br>identify<br>label<br>record<br>measure<br>bigger and<br>smaller<br>pattern<br>notice<br>cycle<br>predict | gradually identify observe recognise investigate record units table fair evidence research length observations prediction | similarities differences research and source scientists discovery process cycle measurements conclude evaluate rank plan vary keep the same/constant bar graph table tally | classify interpret pattern relationship prediction analyse interpret conclude evaluate rank variable constants control repeat key relationship line graph | hypothesis variable constants evaluate plan conclude interpret classify categorise database enquiry control repeat support refute degree of trust scatter graph |
| Biology - Plants          | plant<br>leaf                                    | bulb<br>weed  | deciduous  | light<br>suitable   | air<br>nutrients  | ,  |   |   |
|                           | branch   | shoot   | evergreen<br>tree  | temperature   | soil  |  |   |   |
|                           | flower   | root  | trunk  | grow  | reproduction  |  |   |   |







|   | petal<br>seed<br>berry<br>fruit<br>vegetable<br>water<br>grow    | stem<br>bark<br>soil  | branches, oak holly willow birch chestnut conker daisy buttercup rose daffodil  | healthy<br>germinate<br>decompose  | transportation<br>dispersal<br>pollination<br>flower  |   |  |   |
|---|--|---|---|--|---|---|--|---|
| Biology –<br>Animals<br>including<br>Humans | head eyes nose mouth ears hands fingers feet toes arm leg animal | herbivore face carnivore hair omnivore leg human knee animal arm fish elbow birds back head toes ear hands eye fingers mouth nose | fish reptiles mammals birds, amphibians herbivore omnivore carnivore leg arm elbow head ear nose back wings beak sight, hearing, touch, smell, taste. | Survival Water Air Food Adult Baby Toddler Teenager Offspring Kitten Calf Puppy Exercise Hygiene Young, offspring live young grow develop change hatch lay | Movement Muscles Bones Skull Nutrition Skeletons skeleton, muscles, tendons, joints, protection, support, organs, voluntary muscles, involuntary muscles, biceps, triceps contract relax bone cartilage | Mouth Tongue Teeth Oesophagus Stomach Small Intestine Large Intestine Herbivore Carnivore Canine Incisor Molar digestion, molar, premolar, incisor, canine, wisdom teeth, tooth decay, plaque, enamel | Foetus Embryo Womb Gestation Baby Elderly Growth Development Puberty | Circulatory Heart Blood Vessels Veins Arteries Oxygenated Deoxygenated Valve Exercise Respiration Pulse Capillaries Platelets Blood celss Drugs Alcohol Disease Nutrient transportation |







|  |                                |                     |  | ab all \ artabrat |               |                | i ,                                    |
|--|--------------------------------|---------------------|--|-------------------|---------------|----------------|--|
|  |                                |                     | fly  | shell vertebrate  |               |                |  |
|  |                                |                     | crawl  | invertebrate      |               |                |  |
|  |                                |                     | talk.  |                   |               |                |  |
|  |                                |                     | basic needs  |                   |               |                |  |
|  |                                |                     | survive  |                   |               |                |  |
|  |                                |                     | food air   |                   |               |                |  |
|  |                                |                     | exercise   |                   |               |                |  |
|  |                                |                     | diet   |                   |               |                |  |
|  |                                |                     | nutrition  |                   |               |                |  |
|  |                                |                     | healthy  |                   |               |                |  |
|  |                                |                     | balanced diet  |                   |               |                |  |
|  |                                |                     | hygiene  |                   |               |                |  |
|  |                                |                     | germs  |                   |               |                |  |
|  |                                |                     | proteins   |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  | _                              |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
| their Habitats                                   | butterfly                      |                     |  |                   |               |                |  |
|  | frog                           | nests               |  |                   |               | Amphibian      | non-flowering                          |
|  | spider                         | dens                | Food chain   |                   | Birds         | Bird           | plants                                 |
|  | ladybird etc                   | hole                | Predator   |                   | Mammals       | Offspring      | variation                              |
|  | home                           | Hot                 | Prey   |                   | Invertebrates | Classification | bacteria                               |
|  | lives                          | Cold                | Woodland   |                   | Snails        | Vertebrates    | single-celled                          |
|  | lifecycle                      | Arctic              | Pond   |                   |               | Invertebrates  | microbes                               |
|  | -                              |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                | -                                      |
|  | 53.190                         |                     |  |                   |               |                |  |
|  |                                |                     |  |                   |               |                |  |
| Biology – Living<br>Things and<br>their Habitats | spider<br>ladybird etc<br>home | hole<br>Hot<br>Cold | dairy and alternatives carbohydrates oil and spreads fat salt sugar Living Dead Habitat Energy Food chain Predator Prey Woodland |                   | Invertebrates | Classification | variation<br>bacteria<br>single-celled |







|   | Wood<br>Forest<br>Scales<br>feathers |  | Habitats classification keys classify characteristics environment environmental dangers adapt natural changes climate change deforestation pollution urbanisation invasive species endangered species extinct | Mammals<br>Insects | mould<br>antibiotic<br>yeast<br>ferment<br>microscope<br>decompose  |
|---|--------------------------------------|--|---|--------------------|---|
| Biology –<br>Evolution and<br>Inheritance |                                      |  |   |                    | Fossils Adaptation Evolution Characteristics Reproduction Genetics evolve adaptation inherit natural selection adaptive traits inherited traits |







|  |  |  |  | mutations<br>theory of |
|--|--|--|--|------------------------|
|  |  |  |  |                        |
|  |  |  |  | evolution              |
|  |  |  |  | ancestors              |
|  |  |  |  | biological             |
|  |  |  |  | parent                 |
|  |  |  |  | chromosomes            |
|  |  |  |  | genes                  |
|  |  |  |  | Charles Darwin         |

| Science     | Nursery  | Reception | Year 1    | Year 2      | Year 3 | Year 4        | Year 5      | Year 6 |
|-------------|----------|-----------|-----------|-------------|--------|---------------|-------------|--------|
|             |          |           |           |             |        |               |             |        |
| Chemistry - | material | Metal     | Everyday  | Materials   |        | States of     | Properties, |        |
| Materials   | wood     | rock      | Materials | Hard        |        | Matter Solid  | including   |        |
|             | glass    | plastic   | Wood      | Soft        |        | Liquid        | changes of, |        |
|             | paper    | fabric    | Plastic   | Stretchy    |        | Gas           | materials   |        |
|             | hard     | smooth    | Glass     | Stiff       |        | Evaporation   | Hardness    |        |
|             | soft     | shiny     | Paper     | Shiny       |        | Condensation  | Solubility  |        |
|             |          | rough     | Water     | Dull        |        | Particles     | Transparent |        |
|             |          |           | Metal     | Rough       |        | Temperature   | Opaque      |        |
|             |          |           | Rock      | Smooth      |        | Freezing      | Translucent |        |
|             |          |           | Hard      | Bendy       |        | Heating       | Magnetic    |        |
|             |          |           | Soft      | Waterproof  |        | Precipitation | Filter      |        |
|             |          |           | Bendy     | Absorbent   |        |               | Evaporation |        |
|             |          |           | Rough     | Opaque      |        |               | Dissolving  |        |
|             |          |           | Smooth    | Transparent |        |               | Mixing      |        |
|             |          |           |           | Brick       |        |               | Thermal     |        |
|             |          |           |           | Paper       |        |               | conductor   |        |
|             |          |           |           | Fabrics     |        |               | thermal     |        |
|             |          |           |           | Squashing   |        |               | insulator   |        |







|                 |  | Bending<br>Twisting<br>Stretchin<br>Elastic<br>Foil | g   | electrical<br>conductor<br>electrical<br>insulator |
|-----------------|--|---|---|--|
| Chemistry-Rocks | Natural<br>Shells<br>Pebbles<br>Stones |   | Fossils Soils Sandstone Granite Marble Pumice Crystals sedimentary metamorphic igneous absorbent/porous durable permeable impermeable |  |

| Science  | Nursery       | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|---------------|-----------|--------|--------|--------|--------|--------|--------|
| Physics- | Summer Spring |           | Year   |        |        |        |        |        |
| Seasonal | dark          |           | Months |        |        |        |        |        |
| Change   | Autumn        |           | days   |        |        |        |        |        |
|          | light         |           | Hot    |        |        |        |        |        |
|          | Winter        |           | Warm   |        |        |        |        |        |
|          | night         |           | Mild   |        |        |        |        |        |
|          | Season        |           | Cold   |        |        |        |        |        |







|                 | Moon<br>Sun                                       | Sunny Cloudy Rain Sleet Snow Hail thunder lightning rainbow wet damp dry windy breezy gust temperature degrees Celsius thermometer weather vane |  |  |  |
|-----------------|---|---|--|--|--|
| Physics - Light | Shine<br>Light<br>Dark<br>Bright<br>Dim<br>shadow | anemometer  | light source dark absence of light surface shadow reflect mirror Sun Sunlight dangerous opaque transparent |  | <ul> <li>Reflection: periscope.</li> <li>Seeing light: visible spectrum, prism.</li> <li>How light travels: light waves, wavelength, straight line, refraction.</li> </ul> |







|                  |                                  |                                   |  | translucent<br>reflective<br>non-reflective  |   |   | straight lines,<br>light rays<br>refraction<br>optic nerve |
|------------------|----------------------------------|-----------------------------------|--|--|---|---|--|
| Physics - Forces |                                  |                                   |  | movement surface distance strength push pull contact force non-contact force friction magnet magnetic field magnetic force bar magnet horseshoe magnet ring magnet magnetic poles (north pole, south pole) attract repel compass |   | air resistance water resistance buoyancy up thrust Earth's gravitational pull Gravity opposing forces driving force levers pulleys gears/cogs weight mass kilograms (kg) Newtons (N) scales speed fast slow |  |
| Physics - Sound  | loud<br>quiet<br>volume<br>sound | Bang<br>Explosion<br>Tune<br>Soft |  |  | Eardrum Vibration vocal cords particles |   |  |







|                          |  |  | pitch volume amplitude sound wave quiet loud high low travel distance soundproof absorb sound   |   |
|--------------------------|--|--|---|---|
| Physics -<br>Electricity |  |  | mains-powered battery- powered mains electricity plug appliances devices circuit simple series circuit complete circuit incomplete circuit bulb cell wire buzzer switch motor | Voltage Amps resistance electrons volts (V) current symbol circuit diagram component function filament dimmer brighter louder quieter natural electricity human-made electricity solar panels power station |







|                              |  |  | battery<br>electrical<br>conductor<br>electrical<br>insulator |   | positive<br>negative |
|------------------------------|--|--|---|---|----------------------|
|                              |  |  | safety  |   |                      |
| Physics – Earth<br>and Space |  |  | - 30161y  | <ul> <li>Solar system:<br/>star, planet.</li> <li>Names of<br/>planets:<br/>Mercury,<br/>Venus, Earth,<br/>Mars, Jupiter,<br/>Saturn,<br/>Neptune,<br/>Uranus.</li> <li>Shape:<br/>spherical<br/>bodies,</li> </ul> |                      |
|                              |  |  |   | sphere. • Movement: rotate, axis, orbit, satellite.   |                      |
|                              |  |  |   | Theories:     geocentric     model,     heliocentric     model,     astronomer.   |                      |
|                              |  |  |   | <ul> <li>Day length:<br/>sunrise, sunset,</li> </ul>  |                      |







|  |  |  | midday, time |  |
|--|--|--|--------------|--|
|  |  |  | zone.        |  |