## SCIENCE VOCABULARY PROGRESSION

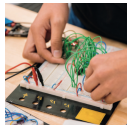
This document shows the progression of required vocabulary that the children should understand throughout each topic as a prerequisite for further learning. There is a separate table for working scientifically vocabulary progression provided on the final page. Vocabulary is not exclusive to each year group so it is not repeated on the grid in subsequent year groups for the same topic. For example, a year 2 child studying 'Animals Including Humans' may use the vocabulary listed in the year 2 column as well as that in the year 1 column. Likewise, a year 6 child learning about 'Light' may use the year 3 vocabulary as well as the year 6 vocabulary. The vocabulary included here can also be found on the relevant Knowledge Organiser for each unit. Additional tiered vocabulary will also be learnt as outlined in each unit's planning documents.

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| **BIOLOGY** | | | | | |
| <br>**Animals Including Humans**<br>fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore, sight, hearing, touch, smell, taste | <br>**Animals Including Humans**<br>young, offspring, live young, develop, life cycle, adult, exercise, diet, nutrition, hygiene, germs, pulse | <br>**Animals Including Humans**<br>nutrients, saturated, unsaturated, muscles, tendons, joints, vertebrate, invertebrate, energy, healthy | <br>**Animals Including Humans**<br>digest, oesophagus, stomach, small intestine, large intestine, rectum, molar, premolar, incisor, canine, producer, prey, predator | <br>**Animals Including Humans**<br>gestation, life cycle, prenatal, adolescence, puberty, menstruation, adulthood, life expectancy, reproduce, fertilisation | <br>**Animals Including Humans**<br>Circulatory system, heart, blood vessels, oxygenated blood, deoxygenated blood, drug, alcohol, nutrients |
| <br>**Plants**<br>wild plant, garden plant, evergreen, deciduous, weed, flower, fruit, leaf/leaves, petal, stem, root, seed, bulb | <br>**Plants**<br>germination, shoot, seed dispersal, sunlight, nutrition, water, temperature | <br>**Plants**<br>evaporation, evaporate, nutrients, pollination, seed dispersal, fertilisation, stamen, carpel (pistil), sepal | | | |
| | <br>**Living Things and Their Habitats**<br>living, dead, habitats, microhabitats, depend, survive, food chains, food sources | | <br>**Living Things and Their Habitats**<br>organisms, specimen, classification, characteristics, extinct, skeleton, environment, endangered species, metamorphosis, vertebrate, invertebrate | <br>**Living Things and Their Habitats**<br>reproduction, asexual reproduction, sexual reproduction, gestation, life cycle, pollination, fertilise | <br>**Living Things and Their Habitats**<br>Classify, microorganisms, bacteria, microscope, taxonomist, key |
| | | | | | <br>**Evolution and Inheritance**<br>Evolution, inheritance, adaptation, natural selection, adaptive traits, inherited traits, offspring, adapt, characteristics, habitat, environment, variations |

## CHEMISTRY

| | | | | | |
|---|---|---|---|---|---|
| <br>**Everyday Materials**<br>hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, object | <br>**Use of Everyday Materials**<br>Properties, materials, suitability | <br>**Rocks**<br>sedimentary rock, igneous rock, metamorphic rock, permeable, impermeable, magma, lava, sediment, erosion, fossilisation, palaeontology | <br>**States of Matter**<br>states of matter, solids, liquids, gases, evaporate, condense, melt, freeze, water vapour, precipitation | <br>**Properties and Changes of Materials**<br>materials, evaporating, condensing, freezing, thermal conductor/ insulator, transparency, conductor/insulator, | |

## PHYSICS

| | | | | | |
|---|---|---|---|---|---|
| <br>**Seasonal Changes**<br>Seasons, spring, summer, autumn, winter, weather, daylight | | <br>**Light**<br>Light, dark, light source, shadow, translucent, reflective light, reflect, reflection, ray, opaque, transparent, pupil, retina | <br>**Sound**<br>ear, eardrum, vibration, particles, pitch, volume, amplitude, sound wave, distance, soundproof, absorb sound, vacuum | <br>**Earth and Space**<br>star, planet, spherical bodies, sphere, geocentric model, heliocentric model, astronomer, moon, orbit, rotate, axis | <br>**Light**<br>incident ray, reflected ray, law of reflection, visible spectrum, prism, refraction. |
| | | <br>**Forces and Magnets**<br>surface, forces, friction, magnets, magnetic, magnetic field, attract, repel, poles | <br>**Electricity**<br>Electricity, generate, renewable, non-renewable, mains electricity, appliances, circuit, battery, electrical conductor, electrical insulator | <br>**Forces**<br>air resistance, mass, water resistance, buoyancy, upthrust, Earth's gravitational pull, gravity, mechanisms, weight, streamlined | <br>**Electricity**<br>voltage, amps, resistance, electrons, current, symbol, cell, battery, wires, bulb, motor, buzzer, switch, component, voltage |

| Working Scientifically KS1 | Working Scientifically LKS2 | Working Scientifically UKS2 |
|---|---|---|
| aim<br>answers<br>block diagrams<br>changes<br>compare<br>comparative test<br>data<br>describe<br>difference<br>different<br>do<br>equipment<br>explore<br>findings<br>gather<br>group<br>identify (name)<br>identifying, grouping and classifying<br>investigate<br>measure<br>notice<br>observe<br>observing over time<br>patterns<br>pattern seeking<br>pictogram<br>plan<br>questions<br>record<br>researching<br>review<br>same<br>scientific enquiry<br>secondary sources<br>similarity<br>sort<br>sorting diagrams<br>table<br>tally chart<br>test<br>What will we do? (plan)<br>What do you think will happen? (prediction)<br>What happened? (results)<br>What have we found out? (conclusion) | accurate<br>bar chart<br>chart<br>classify<br>conclusion (What have we found out?)<br>criteria<br>data<br>develop<br>diagram<br>evaluate<br>evidence<br>explanation<br>key<br>making a test fair<br>method<br>observations<br>practical enquiry<br>prediction (What do you think will happen?)<br>primary sources<br>questioning<br>reasoning<br>relationships<br>results (What happened?)<br>secondary sources<br>standard units<br>What do we change, what do we keep the same, what are we measuring? | accuracy<br>causal relationship<br>justify<br>line graph<br>precision<br>readings<br>refute<br>repeat readings<br>scatter graph<br>support<br>variables<br>control variable (What do we keep the same?)<br>independent variable (What do we change?)<br>dependent variable (What do we measure?) |