Pinehurst Primary School
Science Progression in Vocabulary

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Working Scientifically
N1: 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. Create simple representations of events, people and objects. Build up vocabulary that reflects the breadth of their experience.
N2: LA	**Me, Myself and I** 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.	**World of Winter** Investigating ice – melting. Comment and ask questions about the natural world. Animals that live in snowy environment.	**Signs of Spring** 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.	**The World Around Me** Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.	
EYFS	**All About Me**	**Light and Dark**	**Observe Signs of Winter**	**New Life** (Notice differences and similarities)	**Mini Beasts**	**The Natural World**	

	Know how to keep healthy – daily exercise, 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.	Seasonal similarities and differences in relation to changing seasons, clocks changing, light and dark. Understand ideas connected to light and dark – e.g., reflection, nocturnal animals etc.	Observe change in the weather notice differences and similarities. Using senses to explore the world around them.	Knowing different animal and plant life cycles. Observing and making comparisons between different life cycles. Use simple equipment to observe.	To notice changes over time. To answer how and why questions. To describe some simple features of plants and animals. Use simple equipment to observe.	To look after the world around us. Using senses to explore the world around them.	
1	**Seasonal Changes** (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	**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	**Plants** (Bulbs to be planted and ready for Spring) deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches		**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 *(Plant bulbs for Spring)*	**Uses of Everyday Materials** brick, fabric, elastic, foil, property, solid, waterproof, absorbent, opaque, transparent, squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce	**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	**Plants** growth, germinate, light, temperature reproduce, lifecycle		
3	**Animals, including Humans:** Diet/Muscles/Skeletons skeleton, skull, bones, muscles, movement,	**Rocks** soils, organic matter, fossil, crystal, sandstone,	**Forces and Magnets** force, surface, magnetic, attract, repel, contact force, non-contact force, magnetic force, magnet, strength,		**Plants** air, water, transportation, nutrients, soil,	**Light** light source, mirror, reflect, reflective,	**Working Scientifically (Lower Key Stage Two)** • oral and written explanations

	support, protection, nutrition	granite, marble, pumice, absorbent, crumble sedimentary, layer, 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		reproduction, seed formation, seed dispersal, pollination	reflection shadow, blocked transparent, translucent, opaque	• conclusion • predictions • 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		**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
6	**Electricity**	**Animals, including Humans:** The Circulatory System	**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	refraction, reflection, spectrum, rainbow, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent	characteristic, classification, organism, micro-organism	• classify and describe • patterns • systematic • 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