




	Nursery	Reception
	<b>LEARNING PROGRESSION</b> 	
<b>Living things and their habitats</b>	Body parts, mouth, head, body, neck, arms, eyebrows, legs, elbows, face, eyes, ears, teeth, body, , same, different, grow, big, small, baby.	Revisit previous year group and learn: eyelashes, toddler, knees, healthy, senses, touch, see, hear, smell, taste.
<b>Seasons</b>	Seasons, spring, summer, autumn, winter, night, day, weather change, grow. Melt, freeze, cold, change.	Revisit prior year group including: leaves, blossom, flower, plant, seeds, fruit, vegetables.
<b>Animals including humans</b>	Life cycle, egg, caterpillar, chrysalis, butterfly, grow, food, different, change, baby, adult.  Pet, dog, cat, fish, bird, hamster, rabbit, guinea pig, fur, feathers, scales. Ocean, living, dead, animal names, discuss ways of moving.  Cow, calf, sheep, lamb, chicken, chick, pig, piglet, egg.	Lifecycle. Life cycle, baby, adult, hatch, habitat, similar, different, nocturnal.

	Nursery	Reception
		
<b>Plants</b>	Plant, soil, water, sun, seed, grow, light	Temperature, dark, stem, flower, petal, leaves, leaf, root, names of vegetables/fruit, life cycle.
<b>Everyday Materials</b>	Float, sink, water	Plastic, paper, sponge, glass, rock, hard, soft, stone, wood, straw, blow, wind, force.
<b>Working scientifically.</b>	<p>What can you see?    What does it sound like?    What does it smell like?</p> <p>What does it taste like?    What does it feel like?    What does it do?    What is happening?</p> <p>How did it happen?    What have we found out?</p>	

## Key Stage 1

### LEARNING PROGRESSION

<p><b>Animals including humans</b></p>	<p>Fish, reptiles, mammals, birds, amphibians (+ examples of each).</p> <p>Herbivore, carnivore, omnivore, head, ear, eye, mouth, nose, leg, knee, arm, elbow, back, neck, face, teeth, hair.</p> <p>Wings, beak.</p>	<p>Survival, water, air, (oxygen), food, adult, baby, offspring, kitten, calf, puppy foal.</p> <p>Exercise, hygiene.</p> <p>Types of food.</p>
<p><b>Plants</b></p>	<p>Evergreen &amp; deciduous trees, branches, trunk, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, stem.</p>	<p>Seeds, bulb, water, light, temperature, growth.</p> <p>Revise roots, stem, leaves, petals from Y1.</p>
<p><b>Everyday materials Y1/ materials and their uses Y2.</b></p>	<p><u>Everyday materials</u></p> <p>Material, wood, plastic, glass, paper, fabric, metal, rock, hard, soft, smooth, shiny, rough, bendy (flexible).</p>	<p><u>Everyday materials and their uses</u></p> <p>As for Y1 + stiff, shiny, dull, rough, smooth, waterproof, absorbent, transparent, opaque, brick, fabric, foil, squashing, bending, twisting, stretching, elastic.</p>
<p><b>Seasonal changes Y1/Living things and their habitats Y2</b></p>	<p><u>Seasonal changes</u></p> <p>Summer, Summer, Autumn, Winter, season, sun, dry, moon, night, light, dark, rain, wind, snow, frost, sleet, fog and cloud (y).</p>	<p><u>Living things and their habitats</u></p> <p>Living, dead, never-been alive, habitat, micro-habitat, energy, food chain, prey, predator.</p> <p>Woodland, pond, desert, seashore, ocean, rainforest.</p>
<p><b>Working scientifically</b></p>	<p><u>Question, prediction, method, variables, fair test, recording, report, conclude, evaluate (NC).</u></p> <p>Investigation, enquiry, what to change, what we used, what we did, what we found out.</p> <p>Investigation cycle, question, prediction, method answer, observe, observing, equipment, identify, classify, sort, group, record, diagram, chart, map data, compare, contrast, describe, biology, predict, method, results.</p>	

Key Stage 2 Year 3			
			
<b>Animals including humans</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>Year 3</u>                      Bones, muscles, skull, ribs, skeleton, support, protection, movement, herbivore, carnivore, omnivore, teeth, canine, incisor, molar, diet.                 </td> <td style="width: 50%; padding: 5px;"> <u>Year 4</u>                      Mouth, tongue, teeth, canine, incisor, molar, oesophagus, stomach, small intestine, large intestine, digestive system, herbivore, carnivore, omnivore.                 </td> </tr> </table>	<u>Year 3</u> Bones, muscles, skull, ribs, skeleton, support, protection, movement, herbivore, carnivore, omnivore, teeth, canine, incisor, molar, diet.	<u>Year 4</u> Mouth, tongue, teeth, canine, incisor, molar, oesophagus, stomach, small intestine, large intestine, digestive system, herbivore, carnivore, omnivore.
<u>Year 3</u> Bones, muscles, skull, ribs, skeleton, support, protection, movement, herbivore, carnivore, omnivore, teeth, canine, incisor, molar, diet.	<u>Year 4</u> Mouth, tongue, teeth, canine, incisor, molar, oesophagus, stomach, small intestine, large intestine, digestive system, herbivore, carnivore, omnivore.		
<b>Plants</b>	<p><u>Plants</u></p> <p>Air, light, water, soil, nutrients, reproduction, seed formation, dispersal, germination, pollination, transportation, species, location (photosynthesis).</p> <p>Review year 2.</p>		
<b>Rocks &amp; soils</b>	<p><u>Rocks &amp; fossils</u></p> <p>Sandstone, limestone, granite, marble, pumice, slate, crystals, properties, hardness, sedimentary, igneous, metamorphic, fossils, soil, organic matter, humus.</p>		
<b>Light Y3</b>	<p><u>Light</u></p> <p>Light, dark, shadows, blocking, mirror, reflect, reflective, reflection, absence of light, protect eyes from the sun.</p>		
<b>Forces and magnets Y3</b>	<p><u>Forces and magnets</u></p> <p>Force, push, pull, contact, magnetic, attract, repel, poles (north/south).</p> <p>Friction, resistance, surfaces.</p>		

Key Stage 2 Year 4	
<b>Living things and their habitats</b>	<p>Fish, reptiles, mammals, birds, amphibians, snails, slugs, worms, spiders, insects, environment, habitat, vertebrate, invertebrate, exo skeleton, adaptation.</p> <p>Human impact—negative &amp; positive.</p>
<b>states of matter</b>	<p>Solid, liquid, gas, temperature, heating, freezing point, boiling point, particles, evaporation, condensation, thermometer, thermal, insulation, Celsius (C)</p>
<b>Sound</b>	<p>Volume, vibration, soundwave, loud, soft, high pitch, low pitch, tone, speaker, (amplitude, frequency), travel, fainter, distance.</p>
<b>Electricity</b>	<p>Cells (batteries), wires, switches, circuit, series, parallel, buzzers, bulbs, mains electricity insulators, conductors.</p>
<b>Working scientifically</b>	<p><b><u>Question, prediction, method, variables, fair test, recording, report, conclude, evaluate (NC).</u></b></p> <p>Investigation, investigation cycle enquiry, prediction, variable, dependent variable, independent variable, constant, patterns, equipment, apparatus, method, results, conclusion.</p> <p><b>Research</b>—relevant questions, scientific enquiry, comparative and fair test, systematic, careful observation, accurate measurements.</p> <p><b>Equipment</b>—thermometer, data logger.</p> <p><b>Data</b>—gather, record, classify, present.</p> <p><b>Plan</b>—variables, measurements, accuracy, precision, repeat readings.</p> <p><b>Report data</b>—scientific diagrams, labels, classification keys, tables, scatter graphs, bar graph and line graphs, predictions, further comparative and fair test.</p> <p><b>Report and present</b>—conclusions, causal relationship, explanations, degree of trust, oral and written display and presentation.</p> <p><b>Evidence</b>—support, refute ideas of arguments identify, classify and describe patterns, systematic, quantitative, measurements.</p>