


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

	Nursery	Reception
		
Plants	Plant, soil, water, sun, seed, grow	Revisit previous year group and learn: temperature, dark, stem, flower, petal, leaves, root, names of vegetables, fruit, life cycle
Materials	Float, sink, water	Plastic, paper, sponge, glass, rock, hard, soft, stone, wood, straw, blow, wind, force.
Working	<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

<b>Animals including humans</b>	<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>
<b>Plants</b>	<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>
<b>Everyday materials and their uses Y1/ materials and their uses Y2.</b>	<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>
<b>Seasonal changes and their habitats Y1/Living things and their habitats Y2</b>	<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>
<b>Working scientifically</b>	<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			
Animals including humans	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>Year 3 (Nutritional and Skeletal)</u>             Bones, muscles, skull, ribs, spine, skeleton, support, protection, movement, herbivore, carnivore, omnivore, teeth, diet, nutrition         </td> <td style="width: 50%; padding: 5px;"> <u>Year 4 (Digestive System)</u>             Mouth, tongue, teeth, canine, incisor, molar, oesophagus, stomach, small intestine, large intestine, rectum, digestive system, herbivore, carnivore, omnivore, waste, nutrients, absorb, canine, incisor, molar,         </td> </tr> </table>	<u>Year 3 (Nutritional and Skeletal)</u>  Bones, muscles, skull, ribs, spine, skeleton, support, protection, movement, herbivore, carnivore, omnivore, teeth, diet, nutrition	<u>Year 4 (Digestive System)</u>  Mouth, tongue, teeth, canine, incisor, molar, oesophagus, stomach, small intestine, large intestine, rectum, digestive system, herbivore, carnivore, omnivore, waste, nutrients, absorb, canine, incisor, molar,
<u>Year 3 (Nutritional and Skeletal)</u>  Bones, muscles, skull, ribs, spine, skeleton, support, protection, movement, herbivore, carnivore, omnivore, teeth, diet, nutrition	<u>Year 4 (Digestive System)</u>  Mouth, tongue, teeth, canine, incisor, molar, oesophagus, stomach, small intestine, large intestine, rectum, digestive system, herbivore, carnivore, omnivore, waste, nutrients, absorb, canine, incisor, molar,		
Plants	<u>Plants</u>  Air, light, water, soil, nutrients, reproduction, seed formation, dispersal, germination, pollination, transportation, species, location (photosynthesis).  Review year 2.		
Rocks & soils	<u>Rocks &amp; fossils</u>  Sandstone, limestone, granite, marble, pumice, slate, crystals, properties, permeable/impermeable, hardness, sedimentary, igneous, metamorphic, fossils, soil, organic matter, humus, layers, durable/durability		
Light Y3	<u>Light</u>  Light, dark, shadows, blocking, mirror, reflect, reflective, reflection, absence of light, protection		
Forces and magnets Y3	<u>Forces and magnets</u>  Force, push, pull, contact, magnetic, attract, repel, poles (north/south).  Friction, resistance, surfaces.		

Key Stage 2 Year 4	
<b>Living things and their habitats</b>	<p><u>Living things and their habitats</u></p> <p>Fish, reptiles, mammals, birds, amphibians, snails, slugs, worms, spiders, insects, environment, habitat, vertebrate, invertebrate, exo skeleton, adaptation, food chain, producer, consumer</p> <p>Human impact—negative &amp; positive.</p>
<b>States of matter</b>	<p><u>States of matter.</u></p> <p>Solid, liquid, gas, temperature, heating, freezing point, boiling point, particles, evaporation, condensation, thermometer, thermal, insulation, Celsius (C)</p>
<b>Sound</b>	<p><u>Sound</u></p> <p>Volume, vibration, soundwave, loud, soft, high pitch, low pitch, tone, speaker, (amplitude, frequency), travel, fainter, distance.</p>
<b>Electricity</b>	<p><u>Electricity</u></p> <p>Cells (batteries), wires, switches, circuit, series, parallel, buzzers, bulbs, mains electricity insulators, conductors.</p>
<b>Working scientifically</b>	<p><u>Question, prediction, method, variables, fair test, recording, report, conclude, evaluate (NC).</u></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>