

Science– progressive vocabulary lists by year group (Year 1 – 6).

Science content vocabulary

Working scientifically vocabulary

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	<ul style="list-style-type: none"> Naming body parts Senses – touch, taste, smell, sight, hear <p>Ask know</p>	<ul style="list-style-type: none"> object material <p>Describe</p>	<ul style="list-style-type: none"> Name types of material - wood, plastic, glass, metal, paper, fabrics, brick, water, rock, clay, sand <p>Compare Group</p>		<ul style="list-style-type: none"> Name the parts of plants and trees – roots, flower, stem, leaves, trunk, branches bulb seeds, Spring, Summer, Autumn, Winter <p>Identify Recognise</p>	<p>To be taught in ‘where can we go for a great day out?’</p> <ul style="list-style-type: none"> Fish Amphibian Reptile Bird Mammal
<u>Year 2</u>	<ul style="list-style-type: none"> diet, variety, hygiene, healthy/unhealthy words to describe materials – e.g. rough/shiny, hard/soft, transparent/opaque <p>Ask Describe Communicate</p>	<ul style="list-style-type: none"> deciduous, evergreen 	<ul style="list-style-type: none"> squash, bend, twist, stretch, heat, cool, freeze, melt, boil Natural/manmade/manufactured <p>Observe Record Gather Respond</p>		<ul style="list-style-type: none"> food chain habitat micro habitat living dead never been alive survival Carnivore Herbivore Omnivore <p>Classify Recognise Identify</p>	
<u>Year 3</u>	<ul style="list-style-type: none"> circuit 		<ul style="list-style-type: none"> Forces 		<ul style="list-style-type: none"> Flowering plants 	

	<ul style="list-style-type: none"> • cell (battery) • wires • bulb • switch • buzzer • conductor • insulator • magnetic • attract • repel • poles <p>simple enquiries prediction</p>		<ul style="list-style-type: none"> • Friction • Pull • Push • Air resistance <p>Cause and effect Measure accurately</p>		<ul style="list-style-type: none"> • Nutrients • Seed dispersal • Seed formation • Life cycle • Pollination • Vertebrates/ invertebrates • Classification • Environments • Producer • Predator • Prey <p>Classify Similarities and differences Observe systematically Gather data</p>	
<u>Year 4</u>	<ul style="list-style-type: none"> • Vibrations • Pitch • Volume • Sound waves • Reflection • Shadow • Opaque (recap from Y2) <p>Use evidence to answer questions Use results, knowledge and understanding</p>		<ul style="list-style-type: none"> • Solid • Liquid • Gas • Degrees Celsius • Evaporation • Condensation • Temperature <p>Present Report findings Fair test Prediction</p>		<ul style="list-style-type: none"> • Digestion • System • Oesophagus • Intestine (small and large) • Function <p>Ask relevant questions Explain Draw simple conclusions</p>	

Year 5	<ul style="list-style-type: none"> • Substance • Conductor/insulator (recap year 3) • Solution • Dissolve • Reversible and irreversible • Filtering <p>Plan scientific enquiry Measure accurately Use results to predict Record data and results systematically Conclude using evidence Evaluate Repeat observations Find patterns</p>		<ul style="list-style-type: none"> • Gravity • Water resistance • Friction • Mechanism • Lever • Pulley • Gear • Voltage • Current • Component <p>Demonstrate knowledge and understanding Select and decide</p>		<ul style="list-style-type: none"> • Reproduction • Life processes • Life cycles (recap y3) • Classification (recap y3) <p>Use scientific diagrams and classification keys Explain differences Vary</p>	
Year 6	<ul style="list-style-type: none"> • Orbit • Rotation • Axle/axis • Solar system <p>Identify scientific evidence Report and present</p>		<ul style="list-style-type: none"> • Fossils • Evolve • Evolution • Extinct • Variation • Identical, non identical • Adaptation • Characteristics <p>Describe relationships Explain differences Use evidence to draw conclusions</p>			