



## Substantive knowledge and vocabulary progression over units and year groups.

EYFS Area	Reception – most relevant areas of learning from Development Matters to act as prerequisite skills for science in KS1	
<p><b>Understanding of the World</b></p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel while they are outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><b>ELGs –</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Ask questions to find out more and to check what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	<p><b>ELGs -</b></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: e.g. <i>regular physical activity</i> <i>healthy eating</i> <i>toothbrushing</i> <i>having a good sleep routine</i></li> </ul>	<p><b>ELGs -</b></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

### Vocabulary progression

Scientist, seasons, autumn, spring, summer, winter, change, world, weather, water, rain, sun, snow, sleet, warm, leaves, Earth, hotter, colder, hibernate, sleep, nocturnal, materials, rock, stone, paper, metal, wood, plastic, glass, straw, sticks, bricks, strong, hard, weak, bendy, flexible, waterproof, space, stars, sense, see, hear, feel, taste, touch, baby, toddler, child, teenager, adult, older adult, habitat, environment, astronauts, gravity, moon, planets, planet names, fire, solar system, plants, observe, Antarctica, recycle, reuse, liquid, gas, solid, bean, growing, light, soil, roots, leaves, stem, flower, petal, warmth, healthy food, unhealthy food, sort, lifecycle, minibeast, minibeast names, caterpillar, snail, ladybird, spider, bee, pupa, change, butterfly, stage, adult, pollinate, pollen, honey.



Animals including Humans

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>Understand that animals, including humans, have offspring which grow into adults</li> <li>Describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>
<b>Vocabulary progression</b>		
<p>fish, amphibians, reptiles, birds, mammals. carnivore, herbivore, omnivore. body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills, sight, hearing, touch, smell, taste, loud, quiet, soft, rough, human, animal, pet.</p>	<p>Young, offspring, live young, grow, develop, change, hatch, lay, fly, crawl, talk. baby, toddler, child, teenager, adult, frogspawn, tadpole, froglet, frog, basic needs, survive, food, air, exercise, diet, nutrition, healthy, balanced diet, hygiene, germs, fruit and vegetables, proteins, dairy, carbohydrates, oil and spreads, fat, salt, sugar.</p>	<p>fibre, fats (saturated and unsaturated), vitamins, minerals, skeleton, muscles, tendons, joints, protection, support, organs, voluntary muscles, involuntary muscles, biceps, triceps, contract, relax, bone, cartilage, shell, vertebrate, invertebrate, endoskeleton, exoskeleton, hydrostatic skeleton, skull, spine, backbone, vertebral column, ribcage, pelvis, clavicle, scapula, humerus, ulna, pelvis, radius, femur, tibia, fibula, energy.</p>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
<b>Vocabulary progression</b>		
<p>digest, digestion, tongue, teeth, saliva, salivary glands, oesophagus, stomach, liver, pancreas, gall bladder, small intestine, duodenum, large intestine, rectum, anus, faeces, organ, molar, premolar, incisor, canine, wisdom teeth, tooth decay, plaque, enamel, baby (milk) teeth, decomposer, food web.</p>	<p>gestation, asexual reproduction, sexual reproduction, sperm, egg, cells, clone. embryo, foetus, uterus, prenatal, adolescence, puberty, menstruation, adulthood, menopause, life expectancy, old age, hormones, sweat. breasts, penis, larynx, ovaries, genitalia, pubic hair.</p>	<p>circulation, heart, pulse, heartbeat, heart rate, lungs, breathing, blood vessels, pump, transported, oxygenated/deoxygenated blood, oxygen, arteries, veins, capillaries, chambers, plasma, platelets, white/red blood cells, drug, alcohol, smoking, disease, calorie, energy input/output, water transportation, nutrient transportation, waste products.</p>



Plants

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>
<b>Vocabulary progression</b>		
wild plant, garden plant, evergreen tree, deciduous tree, common flowering plant, weed, grass, flower, vegetable, fruit, berry, leaf/leaves, blossom, petal, stem, trunk, branch, root, seed, bulb, soil	germination, shoot, seed dispersal, grow, food store, life cycle, die, wilt, seedling, sapling, sunlight, nutrition, light, healthy, space, air_ Names of different types of plant. Names of different habitats.	transport, evaporation, evaporate, nutrients, absorb, anchor, pollination (insect/wind), pollen, nectar, pollinator, seed formation, seed dispersal (animal/wind/water), reproduce, fertilisation, fertilise, stamen, anther, filament, carpel (pistil), stigma, style, ovary, ovule, sepal, carbon dioxide.
Year 4	Year 5	Year 6
<b>Vocabulary progression</b>		



Living Things and their Habitats

Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	
<b>Vocabulary progression</b>		
	<p>living, dead, never living, not living, alive, never been alive, healthy, depend, shelter, safety, survive, suited, space, minibeast, air, movement, sensitivity, growth, reproduction, nutrition, excretion, respiration, food sources, food, producer, consumer, predator, prey, under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat.</p>	
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul>
<b>Vocabulary progression</b>		
<p>organisms, specimen, species, classification, classification keys, classify, characteristics, snails and slugs, worms, spiders, insects, wing case, abdomen, thorax, antenna, segments, mandible, proboscis, prolegs, environment, dangers, adapt, natural changes, climate change, deforestation, pollution, urbanisation, endangered species, extinct.</p>	<p>asexual reproduction, sexual reproduction, gestation, metamorphosis, gametes, tuber, runners/side branches, plantlet, cuttings, embryo, adolescent, egg, pregnancy, gestation.</p>	<p>Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation, bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose.</p>



**Evolution and Inheritance**

Year 1	Year 2	Year 3
Vocabulary progression		
Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>
Vocabulary progression		
		<p>evolve, adaptation, inherit, natural selection, adaptive traits, inherited traits, mutations, theory of evolution, ancestors, biological parent, chromosomes, genes, Charles Darwin, selective breeding, artificial selection, breed, cross breeding, genetically modified food, cloning, DNA.</p>

		Year 1	Year 2	Year 3
<b>Electricity</b>				
	Vocabulary progression			
	Year 4	Year 5	Year 6	
	<ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>		<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	
	Vocabulary progression			
mains-powered, battery-powered, mains electricity, plug, appliances, devices, circuit, simple series circuit, complete circuit, incomplete circuit, bulb, cell, wire, buzzer, switch, motor, battery, electrical conductor/insulator, safety.		voltage, amps, resistance, electrons, volts (V), current, symbol, circuit diagram, component, function, filament, dimmer, brighter, louder, quieter, natural electricity, human-made electricity, solar panels, power station, positive, negative.		

# Forces and Magnets

Year 1	Year 2	Year 3
		<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
<b>Vocabulary progression</b>		
		move, movement, surface, distance, strength, push, pull, contact force, non-contact force, friction, magnetic, magnetic field, magnetic force, bar magnet, horseshoe magnet, ring magnet, magnetic poles (north pole, south pole), attract, repel, compass.
Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
<b>Vocabulary progression</b>		
	air resistance, water resistance, buoyancy, upthrust, Earth's gravitational pull, gravity, opposing forces, driving force. levers, pulleys, gears/cogs. weight, mass, kilograms (kg), Newtons (N), scales, speed, fast, slow. streamlined, Earth.	

# Light

Year 1	Year 2	Year 3
		<ul style="list-style-type: none"> <li>Recognise that he/she needs light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect eyes</li> <li>Find patterns in the way that the size of shadows change</li> </ul>
Vocabulary progression		
		dark, absence of light, light source, illuminate, visible, shadow, translucent, energy, block, candle, torch, fire, lantern, lightning, reflect, reflection, surface, ray, scatter, reverse, beam, angle, mirror, moon, dangerous, glare, damage, UV light, UV rating, sunglasses, direct.
Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
Vocabulary progression		
		Periscope, visible spectrum, prism, light waves, wavelength, straight line, refraction.





# PHYSICS

## Seasonal Changes

Year 1	Year 2	Year 3
<ul style="list-style-type: none"><li>• Observe changes across the four seasons</li><li>• Observe and describe weather associated with the seasons and how day length varies</li></ul>		
Vocabulary progression		
spring, summer, autumn, winter, seasonal change. sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast, temperature, rainfall, wind direction, thermometer, rain gauge, night, day, daylight.		
Year 4	Year 5	Year 6
Vocabulary progression		

<b>Sound</b>	Year 1	Year 2	Year 3
	Vocabulary progression		
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>		
	Vocabulary progression		
	Eardrum, vibration, vocal cords, particles, pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance, soundproof, absorb sound.		

# Earth and Space

Year 1	Year 2	Year 3
<b>Vocabulary progression</b>		
Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	
<b>Vocabulary progression</b>		
	star, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus. spherical bodies, sphere. geocentric model, heliocentric model, astronomer. sunrise, sunset, midday, time zone.	

Year 1	Year 2	Year 3	
<p><b><u>Everyday material</u></b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p><b><u>Uses of everyday materials</u></b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p><b><u>Rocks</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	
<b>Vocabulary progression</b>			
wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric. hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff, object.	squash, bend, twist, stretch, strong, flexible, light, hard-wearing, elastic, suitability, recycle, pollution.	sedimentary rock, igneous rock, metamorphic rock. permeable, semi-permeable, impermeable, durable, marble, chalk, granite, sandstone, slate. natural, human-made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil. sandy, chalky, clay, peaty, loamy, topsoil, subsoil, bedrock, mineral, organic matter, compost, palaeontology.	
Year 4	Year 5		Year 6
<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b><u>Properties and Changes of material</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>		
<b>Vocabulary progression</b>			
solids, liquids, gases, particles, evaporate, condense, melt, freeze, heat, cool, melting point, freezing point, boiling point, water vapour, precipitation, evaporation, condensation, ground run-off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail, atmosphere.	thermal conductor/insulator, magnetism, electrical resistance, transparency, dissolving, substance, soluble, insoluble, reversible change, physical change, irreversible change, chemical change, burning, new material, product, sieving, filtering, magnetic attraction.		