

**Working Scientifically:**

Ask simple questions and recognise that they can be answered in different ways  
Observe closely, using simple equipment  
Perform simple tests  
Identify and classify  
Use observations and ideas to suggest answers to questions  
Gather and record data to help in answering questions

**Plants:**

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  
Identify and describe the basic structure of a variety of common flowering plants, including trees  
Vocabulary: leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud  
Names of trees, garden and wild flowering plants in the local area

**Animals Including Humans:**

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  
Identify and name a variety of common animals that are carnivores, herbivores and omnivores  
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  
Vocabulary: head, face, hair, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, arm, fingers, toes, neck, elbow, knee, senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue  
Names of animals experienced first-hand from each vertebrate group

**Everyday Changes:**

Distinguish between an object and the material from which it is made  
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
Describe the simple physical properties of a variety of everyday materials  
Compare and group together a variety of everyday materials on the basis of their simple physical properties  
Vocabulary: object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through

**Seasonal Changes:**

Observe changes across the four seasons  
Observe and describe weather associated with the seasons and how day length varies  
Vocabulary: weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length

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**Plants:**

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Vocabulary: As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy

**Animals, including humans:**

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Vocabulary: offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)

**Living things and their habitats:**

Explore and compare the differences between things that are living, dead, and things that have never been alive

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

Identify and name a variety of plants and animals in their habitats, including micro-habitats

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

Vocabulary: living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes

**Uses of everyday materials:**

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Vocabulary: Names of materials – increased range from year 1

Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching

**Working scientifically:**

Ask relevant questions and use different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings.

**Plants:**

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

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

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Vocabulary: photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal

**Animals, including humans:**

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

Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Vocabulary: nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints

**Rocks:**

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Recognise that soils are made from rocks and organic matter

Vocabulary: rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil

**Forces and magnets:**

Compare how things move on different surfaces

Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

Observe how magnets attract or repel each other and attract some materials and not others

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

Describe magnets as having 2 poles

Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Vocabulary: Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole

**Light:**

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by a solid object

Find patterns in the way that the size of shadows change

Vocabulary: light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous

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**Animals, including humans:**

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey

Vocabulary: digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

**Living things and their habitats:**

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things

Vocabulary: classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate

**States of matter:**

Compare and group materials together, according to whether they are solids, liquids or gases

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)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Vocabulary: solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle

**Sound:**

Identify how sounds are made, associating some of them with something vibrating

Recognise that vibrations from sounds travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

Find patterns between the volume of a sound and the strength of the vibrations that produced it

Recognise that sounds get fainter as the distance from the sound source increases

Vocabulary: sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation

**Electricity:**

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

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

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors

Vocabulary: circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol

**Working scientifically:**

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments

**Animals, including humans:**

Describe the changes as humans develop to old age

Vocabulary: Puberty: the vocabulary to describe sexual characteristics

**Living things and their habitats:**

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

Vocabulary: life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings

**Properties and changes of materials:**

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

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Understand 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

Vocabulary: thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material

**Earth and space:**

Describe the movement of the Earth and other planets relative to the sun in the solar system

Describe the movement of the moon relative to the Earth

Describe the sun, Earth and moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Vocabulary: Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets

**Forces:**

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Vocabulary: force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears



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**Living things and their habitats:**

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

Give reasons for classifying plants and animals based on specific characteristics

Vocabulary: vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering

**Animals including humans:**

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Describe the ways in which nutrients and water are transported within animals, including humans

Vocabulary: heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle

**Evolution and inheritance:**

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Vocabulary: offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils

**Light:**

Recognise that light appears to travel in straight lines

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

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

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Vocabulary: As for year 3 plus straight lines, light rays

**Electricity:**

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

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

Use recognised symbols when representing a simple circuit in a diagram

Vocabulary: circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage

