



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

- National Curriculum *Italics prior knowledge/additional knowledge needed*

Plants							
Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Identify and name a variety of common plants and plants we eat Know a plant grows from a seed Name leaf/leaves and flowers on a plant Observe changes across the four seasons Know plants, need water 	<ul style="list-style-type: none"> Identify and name a variety of common garden plants and plants that we eat Know a plant grows from either a seed or a bulb Identify and describe the basic structure of a variety of common flowering plants Observe changes across the four seasons Know that trees lose their leaves and change colour in autumn and that trees and plants grow 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p><i>Classifying plants into flowering and non-flowering plants</i></p> <p><i>Children to know that not all plants produce flowers</i></p> <p><i>Children to name and identify plants which are flowering and non-flowering</i></p> <p><i>Begin to identify structures in flowering and non-flowering plants</i></p>	<p><i>Children to know that not all plants produce flowers</i></p> <p><i>Children to name and identify plants which are flowering and non-flowering.</i></p> <p><i>Children to explore both asexual and sexual reproduction in plants.</i></p> <p><i>Children to identify the benefits of both types of reproduction in plants</i></p> <p><i>Children to describe and explain flowering plant life cycle</i></p> <p><i>Children to understand and explain the key stages in the life cycle of a plant - germination, growth, pollination,</i></p>	<p><i>Plant classification flowering and non-flowering</i></p> <p><i>Plant adaptations in different habitats</i></p>



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	leaves and flowers in spring <ul style="list-style-type: none"> • Know plants need water and sunlight to grow healthily • Recognise and label basic parts of a flowering plant - leaf, root, stem, flower 			the life cycle of flowering plants, including pollination, seed formation and seed dispersal		<i>fertilisation, seed dispersal</i>	
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Vocabulary

		wild plants, garden plants, green plants, common flowering plants, weed, tree, deciduous, evergreen, roots, stem, leaves, bud, flowers, petals, fruit, berry, seed, bulb, blossom, bloom, crown, trunk, branch, bark, stalk, twig	Seeds, bulb, germination, sprout, shoot, seed dispersal, life cycle, sunlight, water, temperature, nutrition Life cycle: seed or bean, germination, roots, leaves, flowers, fruit, seed dispersal, dies	roots, stem, leaves, flowers, nutrients, evaporation, water, light, food and nutrients, air, fertilisation, petal, stamen – anther - filament, carpel (pistil)- stigma – style - ovary, ovul, stem, sepal, pollination, pollinator, germination, seed dispersal,			
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Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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		<p>Wild plants: dandelion, daisy, buttercup, nettles, ivy, dog rose, clover, brambles, bluebell, poppy Names of wild flowering plants in the local area</p> <p>Garden plants: fuchsia, pansy, sweet pea, sunflower, rose, lavender, iris, holly Names of garden plants in the local area</p> <p>Trees: cedar, horse chestnut, oak, rowan Names of trees in the local area</p>		<p>flowering, seed formation</p> <p>Seed dispersal: water, shaking, dropping, carrying, eating, bursting</p>			
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Animals, including humans

Animals	Animals	Animals	Animals	Animals	Animals	Animals	Animals
<ul style="list-style-type: none"> • Name some common pets, zoo and farm animals 	<ul style="list-style-type: none"> • Name some common British Birds, fish and mammals 	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, 	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring 	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of 	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive 	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age 	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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<ul style="list-style-type: none"> Name some sea creatures Describe the lifecycle of a butterfly Mini-beasts/Insects /Spiders Name some common mini-beasts found on the school grounds Know some spiders, have webs Know where to find some insects, spiders and other mini-beasts <p>Humans</p> <ul style="list-style-type: none"> Know that we are called humans Describe the human life cycle Know humans, grow and 	<ul style="list-style-type: none"> Through observation, identify some differences between birds, fish and mammals Describe the lifecycle of a frog and a hen. Name some Arctic and Antarctic animals Know and name some nocturnal animals Know some animals hibernate in winter <p>Minibeasts / Insects / Spiders</p> <ul style="list-style-type: none"> Name some common insects found on the school grounds Identify an insect and 	<p>reptiles, birds and mammals</p> <ul style="list-style-type: none"> 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 	<p>which grow into adults</p> <ul style="list-style-type: none"> 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 	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p><i>Children to use the term vertebrae when labelling the skeletal system.</i></p> <p><i>Look at other animal skeletons and identify key parts of skeleton similar to ours.</i></p> <p><i>Children to understand animal skeletons are different because of</i></p>	<p>system in humans</p> <ul style="list-style-type: none"> 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 <p><i>Look at animal teeth and identify and give reason for the type of diet they have</i></p> <p><i>Children to explain how to keep teeth healthy</i></p> <p><i>Know why the producer starts the food chain</i></p> <p><i>Children to use arrows to show the</i></p>	<p>describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> 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
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Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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<p>change over time</p> <ul style="list-style-type: none"> • Know and name some external body parts • Know how they are different from when they were a baby 	<p>know it has wings, 6 legs, antennae</p> <ul style="list-style-type: none"> • Identify a spider and know it has 8 legs, no wings and no antennae • Know some spiders have webs • Know where to find some insects, spiders and other minibeasts 			<p><i>how the animal moves</i></p> <p><i>Children to know not all animals have an internal skeleton</i></p>	<p><i>flow of energy in a food chain</i></p>		
<p>Healthy Humans</p> <ul style="list-style-type: none"> • Know some foods are healthy • Name healthy and unhealthy foods • Know fruit and vegetables help to keep us healthy • Know humans need to drink water to stay healthy • Know how to keep clean - washing hands, brushing teeth 	<p>Humans</p> <ul style="list-style-type: none"> • Know that we are called humans • Know humans are animals • Describe the human life cycle • Know humans grow and change over time 						



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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<ul style="list-style-type: none">• Know exercise is important to keep bodies fit and healthy• Name some types of exercise• Know sleep helps us to grow and keeps us healthy	<ul style="list-style-type: none">• Know and name some external and internal body parts• Know that humans have a skeleton that is made of bones <p>Healthy Humans</p> <ul style="list-style-type: none">• Know some foods are healthy• Name healthy and unhealthy foods• Know fruit and vegetables help to keep us healthy• Know humans need to drink water to stay healthy• Know how to keep clean - washing hands, brushing teeth						
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Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

- National Curriculum *Italics* *prior knowledge/additional knowledge needed*

	<ul style="list-style-type: none"> • Know exercise is important to keep bodies healthy • Name some types of exercise • Know sleep helps us to grow and stay healthy 						
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Vocabulary

		common, animals, fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, environment, human, body, senses, sight, see, touch, smell, hear, hearing, taste, domestic animals, wild animals, living, non-living Mammals: human, mouse, dog, cow	adult, develop, lifecycle, offspring, reproduce, young, live young, basic needs, alive, air, water, food, dehydrate, diet, disease, energy, exercise, germs, heart rate, hygiene, nutrition, pulse, eatwell guide/healthy balanced diet, fruit, vegetables, dairy and alternatives,	healthy, nutrients, energy, saturated fats, unsaturated fats, carbohydrate, protein, fibre, fats, vitamins, minerals, water, vertebrate, invertebrate, muscles, tendons, joints, skeleton, endoskeleton, exoskeleton, hydrostatic skeleton, contract, relax	digestive system, digest, oesophagus, stomach, small intestine, large intestine, rectum, teeth, canine, carnassial teeth, incisor, molar, premolar, mouth, salivary gland, liver, gallbladder, duodenum, tongue, pancreas, anus, food chain, herbivore, carnivore, omnivore, producer,	fertilisation, prenatal, gestation, reproduce, asexual reproduction, sexual reproduction, life cycle, infancy, childhood, adolescence, early adulthood, middle adulthood, late adulthood, life expectancy, puberty, larynx (voice box), skin, oilier, hair, armpits,	organ, circulatory system, heart, pulmonary, alveoli, gas exchange, blood vessels, artery, arteries, capillaries, vein, oxygenated, de-oxygenated blood, water, nutrients, oxygen, carbon dioxide, small intestine, villi, villus, kidney, liver, muscle layers, circulation, brain chemicals, healthy diet,
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		<p>Birds: penguin, chicken, seagull, robin</p> <p>Fish: goldfish, tuna, shark, eel</p> <p>Reptiles: snake, tortoise, lizard, alligator</p> <p>Amphibians: frog, toad, newt, salamander</p> <p>Names of animals experienced first-hand from each vertebrate group</p> <p>head, body, eyes, ears, nose, mouth, teeth, shoulder, elbow, hand, thumb, fingers, knee, leg, foot, toes, skin, eyes, nose, ear tongue</p> <p>parts of the body including those linked to PSHE teaching</p>	<p>carbohydrates, proteins</p> <p>Life cycle: baby, toddler, child, teenager, adult, elderly</p>	<p>Skeleton: skull, clavicle, scapula, ribcage, humerus, vertebral column, ulna, pelvis, radius, femur, tibia, fibula</p>	<p>consumer, primary consumer, secondary consumer, tertiary consumer, predator, prey,</p>	<p>menstruate, menstruation, pubic hair, breasts, arms, legs, chest, scrotum, testes, penis, taller, sweat glands, muscular</p>	<p>drugs, alcohol, smoking, fermentation</p>
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		leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves					
Materials							
<ul style="list-style-type: none"> Identify and name a variety of common materials that make objects (wood, plastic, metal, fabric.) Begin to understand the language associated with changing materials (Squash, squeeze, twist, push, rip, cut, roll, stretch, curl) <p><i>Link - Dough Disco</i></p>	<ul style="list-style-type: none"> Identify and name a variety of common materials that make objects (wood, plastic, metal, fabric, rock, water, ice) Know that objects can be grouped and sorted according to the materials they are made from <p><i>Link - houses and homes</i></p> <ul style="list-style-type: none"> Know that common materials have different properties (hard, soft, bendy, stiff, 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 about how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> Compare and group together different types 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's oils are made from rocks and organic matter <p><i>Children to use the terms porous,</i></p>	<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observes 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 	<ul style="list-style-type: none"> 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 	<p><i>Recap work on electrical conductors and insulators</i></p>



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

- National Curriculum *Italics* *prior knowledge/additional knowledge needed*

	<p>rough, smooth, shiny) <i>Link - houses and homes</i></p> <ul style="list-style-type: none"> • Know that you can group materials according to their properties <i>Link - houses and homes</i> • Know that water can be a liquid or a solid <i>Link – winter topic</i> • Know you need to freeze water to make it a solid <i>Link – winter topic</i> • Know you need to heat ice (solid water) to make it a liquid again <i>Link – winter topic</i> • Know other materials melt 	<p>everyday materials on the basis of their simple physical properties</p>		<p><i>absorbent, hard wearing, soft</i></p> <p><i>Children to know how rocks are formed and to identify and group the three main types of rocks - igneous, metamorphic and sedimentary</i></p>	<p>and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><i>Children to know water goes solid below 0°C and turns to steam and boils at 100 °C</i></p> <p><i>Children to know that different liquids have different freezing and melting points.</i></p> <p><i>Children to be able to read a thermometer.</i></p> <p><i>Children to know how to use a data logger to record temperatures</i></p>	<p>from a solution</p> <ul style="list-style-type: none"> • 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 	
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	<ul style="list-style-type: none">• Know that some metals are magnetic - they are attracted to magnets <i>Link - houses and homes</i>• Know that some materials can float or sink• Know that floating means to stay on top of the water <i>Link – Sea Creatures</i>• Know that sinking means the object sinks to the bottom of the water <i>Link – Sea Creatures</i>• Recognise how to group and sort according to whether an					<p>state are reversible changes</p> <ul style="list-style-type: none">• 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	
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Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

- National Curriculum *Italics* prior knowledge/additional knowledge needed

	object floats or sinks <i>Link – Sea Creatures</i>						
Vocabulary							
		object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, transparent, opaque plastic, wood, metal, water, glass, paper, brick, fabric, stone	materials, suitability, properties, squash, bend, twist, stretch, wood, glass, plastic, metal, paper, cardboard, fabric, rubber John McAdam, John Dunlop, Charles Macintosh Macadamisation	human-made rock, natural rock, igneous rock, sedimentary rock, metamorphic rock, magma, lava, sediment, permeable, impermeable, hard, soft, durable, high density, low density, fossilisation, palaeontology, erosion, soil, minerals, air, water, organic matter, topsoil, subsoil, baserock Natural rock: obsidian, granite, basalt, chalk, sandstone, limestone,	states of matter, solids, liquids, gases, water vapour, particles, melting point, melt, freeze, evaporate, evaporation, condense, condensation, precipitation, water cycle, droplets	materials, solids, liquids, gases, melting, freezing, evaporating, condensing, properties, electrical conductivity, flexibility, hardness, insulators, magnetism, solubility, thermal conductivity, transparency, particles, reversible changes, dissolving, sieving, filtering, evaporating, irreversible changes, reactants, soluble, insoluble	



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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				marble, quartzite, slate Human-made rock: brick, concrete, coade stone			
Seasonal Changes							
<ul style="list-style-type: none"> Observe that the weather changes with the seasons Recognise that in the UK it is usually colder and wetter (rains more) in Winter and is hotter and drier in the Summer Understand that the change in weather causes many other changes, for example, numbers of plant growth, leaves on trees and type 	<ul style="list-style-type: none"> Name the four seasons and identify when in the year they occur Recognise the weather changes with the seasons Know and describe the weather in different seasons over a year Know and observe days as being longer (in daylight) in the summer and shorter in the winter 	<ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies <p><i>Name and know when the four seasons occur</i></p> <p><i>Describe changes in clothing, animals and plants over the four seasons</i></p>	<p><i>Observe changes across the four seasons</i></p> <p><i>Observe and describe weather associated with the seasons and how day length varies</i></p> <p><i>Name and know when the four seasons occur</i></p> <p><i>Describe changes in clothing, animals and plants over the four seasons</i></p>				



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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of clothes worn by people	<ul style="list-style-type: none"> • Understand that in the UK it is usually colder and wetter (more rainfall) in Winter and hotter and drier in the Summer • Understand the change in weather causes many other changes, for example, numbers of mini-beasts found outside, seed and plant growth, leaves on trees and type of clothes worn by people 						
Vocabulary							
		Seasons, autumn, winter, spring, summer, weather, daylight, hours of daylight, month					



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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		Autumn: September, October, November Winter: December, January, February Spring: March, April, May Summer: June, July, August					
Living things and their habitats							
		<i>Through seasonal change and animals and plant work</i>	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird • Describe the life processes of reproduction in some plants and animals 	<ul style="list-style-type: none"> • 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



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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			<p>the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none">• 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		<p>and that this can sometimes pose dangers to living things</p>		<p>plants and animals based on specific characteristics</p> <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none">• 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
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							plants are adapted to suit their environment in different ways and that adaption may lead to evolution
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Vocabulary

			Life processes, living, dead, never been alive, food chain, food sources Habitat, micro-habitat, depend, survive Habitats: woodland, urban, coastal, rainforest, arctic, desert, ocean, river, mountain Microhabitats: short grass, flowers, inside rotting wood, under leaves, in and on soil			asexual reproduction, fertilise, gestation, life cycle, metamorphosis, pollination, reproduction, sexual reproduction, stamen, style, ovule, pollen, stigma, fuses	offspring, parents, inheritance, variations, characteristics, adaptation, habitat, environment, reproduction, polar regions, deserts, rainforests, oceans, rivers, grasslands, evolution, evolved, natural selection, fossil, adaptive traits, inherited traits,
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Light



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				<ul style="list-style-type: none">• 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			<ul style="list-style-type: none">• 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 in 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
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Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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							shape as the objects that cast them
Vocabulary							
				Light, light source, dark, reflection, reflect, reflective, ray, smooth, shiny, flat, rough, uneven, surface, pupil, retina, shadow, opaque, translucent, transparent, midday, sunset			light, light source, reflection, incident ray, reflected ray, the law of reflection, wave, angle of reflection, normal line, angle of incidence, refraction, visible spectrum, prism, shadow, transparent, translucent, opaque
Forces and Magnets							
				<ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic 		<ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 	



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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				<p>forces can act at a distance</p> <ul style="list-style-type: none">• 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 two poles• Predict whether two magnets will attract or		<ul style="list-style-type: none">• 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	
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- National Curriculum *Italics prior knowledge/additional knowledge needed*

				<p>repel each other, depending on which poles are facing</p>			
Vocabulary							
				<p>Forces, friction, surface, pushes, pulls, motion, grass, gravel, sand, road, magnet, magnetic, magnetic field, poles, repel, attract, iron, nickel, cobalt, metal</p>		<p>Forces, gravity, Earth's gravitational pull, weight, mass, kilograms, newtons, Isaac Newton, friction, air resistance, water resistance, buoyancy, streamlined, mechanism, pulleys, gears/cogs, levers</p>	
Sound							
		<p><i>Children to know we hear things with our ears</i></p> <p><i>Children to know that sound gets quieter the further away it is</i></p> <p><i>Children to use their sense organ the ear to listen to noises</i></p>		<p><i>Children to know there are bones in the human ear</i></p> <p><i>Children to know that the bones in the ear vibrate</i></p>	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations 		



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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		<p><i>outside and inside school</i></p> <p><i>Children to know that if their ears are damaged inside then this causes hearing problems and sometimes deafness</i></p>			<p>from sounds travel through a medium to the ear</p> <ul style="list-style-type: none"> • 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							
					<p>Ear, particles, distance, soundproof, absorb sound, vacuum, eardrum, vibrating,</p>		



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					vibration, particles, sound wave, volume, amplitude, pitch		
Electricity							
					<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 • Used recognised symbols when representing a



Science Knowledge & Vocabulary across Key Stage 1 and Key Stage 2

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					<ul style="list-style-type: none"> • 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 		<p>simple circuit in a diagram</p>
Vocabulary							
					electricity, lightning and static electricity, generate, renewable, non-renewable, appliances, battery, wind power, hydroelectric, solar panels, nuclear energy, atoms,		circuit, symbol, cell/battery, current, amps, voltage, resistance, electrons, brighter, dimmer, louder, quieter, flow, power, series circuit Components of a circuit: lamp/bulb



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					geothermal energy, coal, oil, natural gasses, battery, mains, circuit, electrons, electric current, conductor, insulator		(indicator), lamp/bulb (lighting), wire, motor, buzzer, switch (open), switch (closed), cell, battery
Earth and Space							
		<i>Children know we have day and night</i> <i>Children to describe what they see in the sky at night and what they see in the sky during the day</i> <i>Children to know that the length of the day changes depending on the season</i> <i>(Seasonal change)</i>	<i>Children know we have day and night</i> <i>Children to know that the length of the day changes depending on the season</i> <i>(Seasonal change)</i>	<i>Children to explore how shadows change during the day</i> <i>Children to explain that shadows change due to the position of the sun</i> <i>Children to explore why the sun changes position during the day</i> <i>Children to know that the sun does not move but Earth does</i> <i>(Light topic)</i>		<ul style="list-style-type: none"> 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 	



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							the apparent movement of the sun across the sky
Vocabulary							
							Sun, star, moon, planet, sphere, spherical bodies, satellite, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, gases, helium, hydrogen, rock, metal, axis, dwarf planet
Evolution and Inheritance							
		<i>Possible links in RSE</i> <i>Adaptions looking at grouping animals because of what they eat</i> <i>Notice any difference in these groups of animals</i>	<i>Possible links in RSE</i> <i>(Inheritance Link to Life cycle work)</i>	<i>Possible links in RSE</i> <i>(Adaption work link to animal skeletons)</i>	<i>Possible links in RSE</i> <i>(Adaption work Link to animal teeth and diet)</i>	<i>Possible links in RSE</i> <i>Inheritance link to life cycle work and reproduction</i>	<ul style="list-style-type: none"> • 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



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							<p>produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> • Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution <p><i>(Link to RSE work in year 5)</i></p>
Vocabulary							