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| **The Acorn Federation - Progression of Science Vocabulary**Within our mixed age classes, units of work are taught to mixed year groups, e.g. EYFS, Year 1 and 2; Year 3 and 4 and Year 5 and 6. Children may therefore be introduced to year-specific vocabulary from a different year group within the key stage. |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Biology** | **Plants** | Tree, flower, stem, petal, fruit, seeds | Deciduous, evergreen, tree, leaves Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem, Oak, Holly, Willow, Birch, Chestnut, Conker, Daisy, Buttercup, Rose, Daffodil, fruit | Seeds, Bulbs, Water, Light, Suitable temperature, Grow, Healthy, Germinate, Decompose | Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower, |  |  |  |
| **Animals, including Humans** | Fish, reptiles, pets, birds, senses, tongue, taste, nose, smell, ears, hearing, eyes, see, skin, touch | Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak.Senses, hear, vision, taste, touch, smell | Survival, Water, Air, Food types ( fruit, vegetables, bread, rice, milk, dairy, food high in sugar/fat Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene | Movement, Muscles, Bones, Skull, Nutrition, food types, carbohydrates, protein, vitamins & minerals. SkeletonsVertebrate, invertebrate | Digestive system, Mouth, Tongue, Teeth, Oesophagus, Stomach, digestive Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar | Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty; Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration |  |
| **Living Things and Their Habitats** |  |  | Living, Dead, never been alive, Habitat, Energy, Food chain, shelter, Predator, Prey, Woodland, Pond, DesertDepend, |  | Classification,Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats | Habitats Mammal, Reproduction, Insect, Amphibian, Bird, Offspring; Classification, Vertebrates, Invertebrates, Microorganisms, Amphibians, Reptiles, Mammals, Insects | Organism. Micro-organism, fungus, classification, arachnid, mollusc, insect, crustacean |
| **Evolution and Inheritance** |  |  |  |  |  |  | Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics |
| **Chemistry** | **Materials**  | Soft/hardShiny/dullSquash squeezestretchmaterial wood glass, paper | Everyday Materials Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth | Materials Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, |  | States of Matter Solid, Liquid, Gas, Evaporation, Condensation, water cycle, Particles, Temperature, Freezing, | Properties, including changes of, materials Hardness, Solubility, Transparent, Opaque, Translucent, Magnetic, Filter, |  |
| **Rocks** |  |  |  | Fossils, Soils, chalky,Sandstone, Granite,Marble, Pumice,Crystals, sedimentary,metamorphic, igneous,absorbent/porousdurable, permeable,impermeable |  |  |  |
| **Physics** | **Seasonal and climate change** | Day and NightSun and Moon | Summer, Spring,Autumn, Winter, Sun,Day, Moon, Night,Light, Dark, weathere.g. sleet, frost, thunder |  |  |  |  |  |
| **Light** |  |  |  | Light, source, see, visible, travel, reflection, angle, incidence, periscope, mirror smooth, shiny reverse, translucent, shadow, filter, absorb, observe, pattern, cast, shadows, mirror,reflective, dark |  |  | Refraction, Image, illuminate, straight line, waves, ray, beam, photon, energy, vacuum, scatter, bend, lens, transparent, UV light, UV rating, spectrum, pupil, retina, wavelength, rainbow, opaque, |
| **Forces and Magnets** |  |  |  | Magnetic, Force,Contact, Attract, Repel,Friction, Poles, Push,Pull |  | Forces, Air resistance,Water resistance,Friction, Gravity,Newton, Gears,Pulleys, lever, force,pivot (fulcrum) |  |
| **Sound** | Loud and quietsounds |  |  |  | Volume, Vibration,Wave, Pitch, Tone, travel,Speaker, ear, stirrup, anvil, hammer, damage |  |  |
| **Electricity** |  |  |  |  | Appliance, device,Cells, Wires, Bulbs,Switches, Buzzers,Battery, Circuit, Series,Conductors, Insulators,components,positive/negativecrocodile clip, bright/ dim |  | As LKS2 plusVoltage, current,Resistance, solar power, wind power, generate, turbines, fossil fuels, vary circuits, symbols |
| **Earth and Space** |  |  |  |  |  | Earth, Sun, Moon,Axis, Rotation, Day,Night, Phases of theMoon, star,constellation, waxing, waning, full, new,year, month,geocentric model,heliocentric model,shadow clocks,sundials, astronomicalclocks |  |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Working Scientifically Vocabulary** | What? How? Sort and group. | What? How? Why? Similar, different, compare, sort and group. | Observe, change, slowly/quickly, describe, name identify, label, record measure, bigger and smaller, pattern, notice, cycle, predict. | What if…? Identify observe,Recognise, investigation,record units, table, fair test, plan, evidence, research, observations, prediction, tally. | Similarities and differences,source,scientists, discovery,process, cycle,measurements, conclude,evaluate, rank, vary, keep the same,bar graph, table, key. | Classify, interpret,pattern, relationship,prediction,interpret, conclude,evaluate, variable,constants, control repeat,relationship, linegraph, plot | Hypothesis, variable,constants, evaluate, conclude,interpret, classify,categorise, database, analyse,enquiry, controlrepeat, support refute, hypothesis,reliable, scattergraph. |