SCIENCE VOCABULARY MAP			
Торіс	EYFS	YEAR ONE	YEAR TWO
Working	Science	Question	• Data
Scientifically	• Experiment	Answer	• Chart
	• Fair	• Test	Classify
	• Find out	Compare	
	• Explain	Observe	
	• Reason	Group	
	• Why	Record	
	Change		
Animals	Alive	fish, amphibians,	exercise,
including	• Animal	reptiles	nutrition, health,
humans and	• Food	birds, mammals,	survival, offspring,
senses	• Unwell	head, neck, arms,	water, air, adult,
	• Smell	elbows, legs, knee,	baby, hygiene,
	• Touch	face, ears, eyes,	elderly, toddler
	• Hear	hair, mouth, teeth,	
	• Taste	herbivore,	
	• See	omnivore,	
	• Senses	carnivore, wings,	
		beak, feather	
Plant	• Plant	deciduous,	Germination,
	• Seed	evergreen, plant,	bulb, water, light,
	• Grow	leaf, leaves, flowers,	temperature,
	• Flower	blossom, petals,	growth,
	• Leaf	fruit, roots, bulb,	
		seed, trunk,	
		branches, stem,	
		trees	

Science Curriculum skills, vocabulary and progression map.

Materials	• Touch	Property, hard/soft;	Purpose, stretchy,
	 Shiny 	stretchy/stiff;	stiff, dull,
	• Hard	shiny/dull;	absorbant,
	 Rough 	rough/smooth;	opaque,
		bendy/not bendy;	transparent, brick,
		waterproof/not	fabrics,
		waterproof;	squashing,
		absorbent/not	bending, twisting,
		absorbent;	stretching, elastic,
		opaque/transparent	foil
		Wood, plastic,	
		glass, paper, water,	
		metal rock,	
Living things			Living, dead,
and their			habitat, energy,
habitats			food chain,
			predator, prey,
			woodland, pond
			desert, micro
			habitat, food
			chain, survival,
			grow, reproduce
Seasonal	• Weather	Sun, weather,	
Changes	• Seasons	season, spring,	
		summer, autumn,	
		winter, day length	

WORKING SCIENTIFICALLY		
YEAR ONE AND TWO		
OBJECTIVE	SKILLS	

	Year one	Year two	Knowledge and cross curricular links
SWS1	To say whether	To say whether	To have the
Asking simple	what happened	what happened	opportunity to ask
questions and	was what they	was what they	one question at a
recognising that	expected to	expected to	time.
they can be	happen.	happen and if not	
answered in		why not.	
different ways			
SWS2	Use simple	To use and know	Safety vocab and
Observing	equipment and	what equipment	procedures (Yr1/2)
closely, using	observe.	is available to use	Link to carrying out
simple	Handle	and when to use	a fair test (Yr1/ 2)
equipment	equipment	different types of	Link to senses (for
	sensibly.	equipment.	observation) (Yr1/2)
	Compare	To name the	
	different objects,	different	
	living things and	equipment	
	events.	available.	
		Have experience	
		of using	
		equipment in	
		context and	
		knowledge of	
		appropriate	
		behaviours.	
SWS3	To carry out a	To methodically	Opportunities to
Performing	simple test.	carry out a simple	investigate built in
simple tests	Explain and	test.	throughout the
	describe what	To explain,	year (Yr1/2)
	they have done.	describe and	

	Γ	Γ	
	Give reasons for	record what they	Opportunity to
	their answers.	have done.	observe changes
	Generate a	Give reasons for	over time (Yr1/2)
	hypothesis.	their answers and	Opportunities to
	To understand	explain.	notice similarities
	that results can	Generate a	and differences and
	be recorded (e.g	hypothesis and	patterns (Yr1/2)
	by using a whole	explain what will	Opportunities to
	class table or	happen.	use secondary
	graph)		sources of
			information to find
			things out (Yr2)
			Link to maths,
			know how to
			measure and record
			data (Yr1/2)
SWS4	Organise things	Organise things	Knowledge on
Identifying and	into groups.	into groups and	animals/plants/birds
classifying	Find simple	classify.	(Yr1)
	patterns or	Find more than	Understanding of
	associations.	one way of	using secondary
	Identify animals	grouping.	sources on
	and plants by	Thinking of	information (Yr2)
	specific criteria.	questions to ask	Showing work
	Thinking of a	and explaining	using pictures,
	question to ask.	their reasoning	labels and captions
	Answering simple	for it.	(Yr1/2)
	scientific	Answering simple	Record data using
	questions.	scientific	standard units of
	Explaining what	questions and	measurement
	they have found	explaining their	(Yr1/2)
	out.	reasoning.	

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help answer a		help answer a		
simple question.				

WEATHER AND SEASONAL CHANGES			
YEAR ONE			
OBJECTIVE	OBJECTIVE SKILLS		
	Year one	needed and cross	
		curricular links	
SSA	Name the seasons.	Opportunity to	
Observe changes	Describe the weather associated with	observe seasonal	
across seasons.	each season.	changes	
	Talk about what they can see, hear,	throughout the	
	touch and smell.	year.	
	Use simple equipment to make	Link to knowledge	
	observations.	on senses.	
	Observe features and changes in their	Link to working	
	environments.	scientifically.	
	Talk about the weather changes.	Link to Geography	
	Talk about weather variations in	(local and	
	different parts of the world.	international	
		environments)	
		Link to knowledge	
		on plants and	
		common	
		trees/birds.	
SSB	Observe and describe the length of a	Link to Maths and	
Observe and	day.	time/sequencing.	
describe weather	Describe the weather associated with		
associated with	each season.		
seasons and how			
day length varies.			

ANIMALS INCLUDING HUMANS AND SENSES			
OBJECTIVE	Skills		Knowledge
	Year one	Year two	needed and cross
			curricular links.
SAA	Name a range of		Link to classify
Identify and	domestic animals.		and identifying
describe variety of	Name a range of		objects and
common animals	wild animals.		animals.
including fish,	Identify and		Be able to access
amphibians,	classify things		different resources
reptiles, birds and	they observe.		to learn about
mammals.	Identify the		animals.
	differences		Observe different
	between different		animals.
	animals.		
	Classify according		
	to different		
	criteria.		
SAB	To compare		Understand the
Describe and	external features		needs of different
compare the	across groups and		animals.
structure of a	within groups.		Have the
variety of	To know that		opportunity to
common animals.	external		reason and
	characteristics		explain their
	relate to functions		answers.
	and habitat.		
	To explain and		
	observe the		

	common external		
	features of animal		
	families.		
SAD	Name parts of		Be able to talk
Identify, name,	animal bodies.		about what they
draw and label	Compare two		can see, hear,
the basic parts of	bodies of different		touch, smell and
the human body	animals.		taste.
and say which	Name the parts of		Link to classifying
part is associated	human bodies		and recording
with each sense.	and link it to		data.
	senses.		
	Name the		
	different parts of		
	the body that can		
	be seen.		
SA1		Explain why	Knowledge of
Notice that		animals have	reproduction (age
animals including		offspring which	appropriate).
humans have		grow into adults.	Knowledge of
offspring which		Describe the life-	growth and
grow into animals.		cycle of some	change.
		living things (e.g.	Observational
		chick)	opportunities.
		Explain some	Link to PSHE+C
		animals reproduce	
		in different ways.	
		, i i i i i i i i i i i i i i i i i i i	
SA2		Explain the basic	Know where there
Find out about		needs of animals,	are sources of
and describe the		including humans.	food and water
basic needs of			for animals and
animals including			humans.

humans for	Demonstrate what	Link to habitats.
survival (water,	humans need to	
food and air).	survive.	
	Demonstrate the	
	different types of	
	environments	
	necessary for	
	survival for	
	different species.	
SA3	Describe different	Know the
Describe the	types of exercise.	different food
importance for	Describe a healthy	groups.
humans of	diet.	Link to PSHE+C
exercise, eating	Understand how	Understand how
the right amounts	to keep their	to keep
of different types	whole body	themselves clean
of food and	healthy (sleep,	and hygienic.
hygiene.	mind,	Use secondary
	relationships).	sources of
	Explain why food	information to
	is	research.
	healthy/unhealthy.	

LIVING THINGS AND THEIR HABITATS			
OBJECTIVES	SKILLS	Knowledge and	
	Year two	cross curricular	
		links	
SWST1	Explain the properties of something	Link to the life	
Explore and	that is living/dead and never been	cycle.	
compare the	alive.	Link to knowing	
differences		humans produce	
between things		offspring.	

that are living,		
dead and things		
that have never		
been alive.		
SLT2	Match living things to their habitat.	Link to
Identify that most	Describe how habitats provide for the	geography.
living things live	basic needs of things living there.	Link to maths,
in habitats to	Use prompts to find out more	organising
which they are	information.	groups.
suited and	Describe the basic needs of animals	Link to knowledge
describe how	and plants, including humans for	on plants and
different habitats	survival.	animals.
	To understand at a basic level that	
provide for the		Opportunity to
basic needs of	animals have adapted to their habitat	observe change
different kinds of	(e.g. fish have gills).	over time.
animals and		
plants and how		
they depend on		
each other.		
SLT3	Match living things to their habitats.	Opportunity to
Identify and name	Describe how a habitat provides the	observe changes
a variety of plants	basic needs of things living there.	over time.
and animals in	Group and organise different plants,	Know the range
their habitats,	animals and habitats.	of needs for
including micro	Observe and describe how seeds and	plants and
habitats.	bulbs grow and what they need to	animals.
	survive.	Access to
	Describe what animals, including	secondary
	humans, need to survive.	resources to
	Explain the difference between a	discover and
	habitat and a micro habitat.	research.

		Be able to use
		scientific
		equipment.
SLT4	Describe the life processes common to	Link to habitats.
Describe how	plants and animals, including humans.	Link to PSHE+C.
animals obtain	Describe what animals need to survive.	Link to
their food from	Explain how plants and animals grow	Geography.
plants and other	and reproduce.	Link to healthy
animals using the	Explain why animals have offspring	food.
idea of simple	that grow into adults.	Link to life-cycle.
food chain and	Describe the life cycle of some living	
identify and name	things.	
different sources	Explain the basic needs of animals for	
of food.	survival.	
	Understand the dietary requirements	
	for different animals.	

PLANTS			
OBJECTIVE	SKILLS		Knowledge and
	Year 1	Year 2	cross curricular
			links
SPA	Naming a range		Knowledge of
Identify and name	of trees and		plants and trees
a variety of	plants		Experience of
common wild and			seeing/touching
garden plants			plants and trees.
SPB	Describing petals,		Link to identifying
Identify and	stem, bulb, flower,		and classifying
describe the basic	seed, stem and		data and groups.
structure of a	root of plants.		Observing
variety of			planting seeds
common			and growing.

flowering plants	Name and label		Observing change
including trees.	different parts of		over time.
5	a tree/plant.		
	Describing		
	tree/plants using		
	their senses.		
SP1		Describe the life	Link to habitats.
Observing and		process of plants.	Link to life cycles.
describing how		Describe how	Link to
seeds and bulbs		plants are suited	observational
grow into mature		to their habitats.	data.
plants.		Observe and	Knowing how to
		describe how	use secondary
		seeds grow.	sources of
		Investigate and	information.
		describe the	Using prompts to
		impact of	find out more
		removing light,	information.
		soil or water from	Build on
		growing or	knowledge from
		germinating	year one (plants,
		plants.	trees and flowers).
SP2		Describe what	
Find out and		plants need to	
describe how		survive.	
plants need water,		Explain that plants	
light, and a		grow and	
suitable		reproduce in	
temperature to		different ways.	
grow and stay		Look at how	
healthy.		plants need water	
		and light.	

MATERIALS			
OBJECTIVES	SKILLS		Knowledge and
	Year one	Year two	cross curricular
			links.
SMA	Distinguish		Link to senses.
Distinguish	between an object		Link to maths,
between and	and material from		sorting and
object and the	which it is made.		classifying.
material from	Describe materials		
which it is made.	using their senses.		
	Sort a range of		
	objects by the		
	materials they are		
	made.		
SMB	Explain what		Opportunity to
Identify and name	materials objects		explore different
a variety of	are made from.		materials in their
everyday	Explain why a		environment.
materials,	material is useful		Link to simple
including wood,	for a specific job.		tests to
plastic, glass,			understand why a
metal, water and			material is useful.
rock.			Be able to use
			simple scientific
			equipment.
SMC	Name different		Link to classifying
Describe the	everyday		and grouping.
simple physical	materials.		
properties of a	Sort materials to a		
variety of	given criteria.		
everyday	Describe the		
materials.	similarities and		

	differences of		
	materials.		
SMD	Group and classify		Link to geography
Compare and	different materials.		and weather.
group together a	Explain the		Link to geography
variety of	properties of		and climate.
everyday materials	different materials.		Link to seasons.
on the basis of	Choose a suitable		
their simple	material(s) to use		
physical	and explain their		
properties.	reason.		
M1		Describe the	Link to maths,
Identify and		properties of	grouping and
compare the		everyday	classifying.
suitability of a		materials.	Link to geography
variety of		Compare and sort	(man-
everyday		different materials	made/natural and
materials,		according to	weather).
including wood,		different criteria.	Link to
metal, plasticfor		Use their senses	performing a
particular uses.		to answer	simple test.
		questions.	Opportunity to
		Use scientific	explore the
		vocabulary to	properties of
		explain their	materials and how
		observations.	they change.
		Understand and	
		relate the	
		suitability of	
		objects/materials	
		for different	
		purposes.	

	Organise things	
	into groups.	
	Explain what has	
	happened.	
	Know if	
	something is	
	natural or man-	
	made.	
M2	Describe how the	Explore how solid
Find out how	shape of as solid	objects change.
shapes of solid	object changes.	Understand how
objects made	Know which	heat/freezing
from some	objects will	changes mass.
materials can be	change/not	Understand how
changed by	change back.	force can change
squashing,		a solid object.
bending, twisting		
and stretching.		