Progression of knowledge - **Animals Including Humans**

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes	•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.	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).	• 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.	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	 Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and 	• 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 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. 	 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 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. (Y2 - Living things and their habitats) 	• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey	their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	 Describe the ways in which nutrients and water are transported within animals, including humans. 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. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats

Progression of Vocabulary - **Animals Including Humans**

Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
egg, chick, bird,	names of animals,	head, body, eyes, ears,	offspring,	nutrition, nutrients,	digestive system,	puberty, the	heart, pulse, rate, pumps,
caterpillar,	live, on land, in	mouth, teeth, leg, tail,	reproduction, growth,	carbohydrates,	digestion, mouth,	vocabulary to	blood, blood vessels,
cocoon, chrysalis,	water, jungle,	wing, claw, fin, scales,	baby, toddler, child,	sugars, protein,	teeth, saliva,	describe sexual	transported, lungs, oxygen,
butterfly, frog	desert, North	feathers, fur, beak,	teenager, adult, old	vitamins, minerals,	oesophagus,	characteristics in line	carbon dioxide, cycle,
spawn, tadpole,	Pole, South Pole,	paws, hooves, names of	person, names of	fibre, fat, water,	stomach, small	with our school's	circulatory system, diet,
froglet, frog,	sea, hot, cold,	animals experienced	animals and their	skeleton, bones,	intestine, large	PSHE policy, life	drugs, lifestyle
grow, change,	wet, dry, snow,	first-hand from each	babies (e.g.	muscles, joints,	intestine, rectum,	cycle, foetus, baby,	
die, names of	ice, hair (e.g.	vertebrate group, parts	chick/chicken,	support, protect,	anus, incisor,	child, adolescent,	
animals and their	black, brown,	of the human body	kitten/cat,	move, skull, ribs,	canine, molar,	adult, reproduce,	
young, fur,	dark, light,	including those within	caterpillar/butterfly),	spine	premolar,	sexual, sperm,	
feathers, scales,	blonde, ginger,	the school's RSE policy,	survive, survival,		herbivore,	fertilises, egg, live	
tail, wings, beak,	grey, white, long,	senses, touch, see, smell,	water, food, air,		carnivore,	young (Y5 - Living	
claws, paws,	short, straight,	taste, hear, fingers, skin,	exercise, heartbeat,		omnivore,	things and their	
hooves, swim,	curly), eyes (e.g.	eyes, nose, ears, tongue	breathing, hygiene,		producer,	habitats)	
walk, run, jump,	blue, brown,		germs, disease, food		predator, prey		
fly, patterns,	green, grey), skin		types (e.g. meat, fish,				
spots, stripes,	(e.g. black,		vegetables, bread, rice,				
grow, change,	brown, white),		pasta, dairy) living,				
baby, toddler,	big/tall,		dead, never been alive,				
child, adult, old	small/short,		suited, suitable, basic				
person, smell,	bigger/smaller,		needs, food, food				
taste, touch, feel,	baby, toddler,		chain, shelter, move,				
hear, see, blind,	child, adult, old		feed, water, air,				
deaf	person, old,		survive, survival (Y2 -				
	young, brother,		Living things and their				
	sister, mother,		habitats)				
	father, aunt,						
	uncle,						
	grandmother,						
	grandfather,						
	cousin, friend,						
	family, boy, girl,						
	man, woman						

Progression of knowledge - **Plants**

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes		Cycle B 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)	• 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,	• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • Recognise that environments can change and that this can sometimes pose dangers to living things and their habitats) (Y4 - 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. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
			,			
			dispersal.			

Progression of Vocabulary - Plants

Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
plant,	tree, bush,	leaf, flower, blossom,	light, shade, Sun, warm,	photosynthesis,	classification,	life cycle,	flowering, non-flowering,
leaf,	herb, names	petal, fruit, berry,	cool, water, space,	pollen,	classification keys (Y4	reproduce, sexual,	mosses, ferns, conifers
stem,	of plants they	root, seed, trunk,	grow, healthy, bulb,	insect/wind	- Living things and	fertilises, asexual,	(Y6 - Living things and
branch,	see	branch, stem, bark,	germinate, shoot,	pollination, male,	their habitats	plantlets, runners,	their habitats)
root,	(Reception -	stalk, bud, names of	seedling names of	female, seed		tubers, cuttings	
bark,	Living things	trees in the local area,	plants in local habitats	formation, seed		(Y5 - Living things	
flower,	and their	names of garden and	and micro-habitats (Y2 -	dispersal (wind		and their habitats)	
petal,	habitats	wild flowering plants	Living things and their	dispersal, animal			
seed,		in the local area	habitats)	dispersal, water			
berry,				dispersal), air,			
fruit,				nutrients,			
vegetable,				minerals, soil,			
bulb,				absorb, transport			
plant,							
hole, dig,							
water,							
weed,							
grow,							
shoot,							
die, dead,							
soil,							
names of							
plants							
they grow							

Progression of knowledge - Living Things and Their Habitats

EYFS	KS1		LKS2		UKS2	
	Cycle A Cy	cle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about	Identify and name a	Explore and compare	Explore the part	Recognise that living	Describe the	Describe how living things
similarities and differences	variety of common wild and	the differences between	that flowers play in	things can be grouped	differences in the	are classified into broad
in relation to places,	garden plants, including	things that are living,	the life cycle of	in a variety of ways.	life cycles of a	groups according to
objects, materials and	deciduous and evergreen	dead, and things that	flowering plants,	Explore and use	mammal, an	common observable
living things. They talk	trees. (Y1 - Plants)	have never been alive.	including	classification keys to	amphibian, an insect	characteristics and based on
about the features of their	• Identify and describe the	 Identify that most living 	pollination, seed	help group, identify	and a bird.	similarities and differences,
own immediate	basic structure of a variety	things live in habitats to	formation and seed	and name a variety of	Describe the life	including microorganisms,
environment and how	of common flowering plants,	which they are suited and	dispersal. (Y3 -	living things in their	process of	plants and animals.
environments might vary	including trees. (Y1 - Plants)	describe how different	Plants)	local and wider	reproduction in	Give reasons for
from one another. They	 Identify and name a 	habitats provide for the		environment. •	some plants and	classifying plants and
make observations of	variety of common animals	basic needs of different		Recognise that	animals.	animals based on specific
animals and plants and	including fish, amphibians,	kinds of animals and		environments can		characteristics.
explain why some things	reptiles, birds and mammals.	plants, and how they		change and that this		 Recognise that living
occur and talk about	(Y1 - Animals including	depend on each other.		can sometimes pose		things produce offspring of
changes.	humans)	 Identify and name a 		dangers to living		the same kind, but normally
	Identify and name a	variety of plants and		things.		offspring vary and are not
	variety of common animals	animals in their habitats,		Construct and		identical to their parents.
	that are carnivores,	including microhabitats. •		interpret a variety of		(Y6 - Evolution and
	herbivores and omnivores.	Describe how animals		food chains, identifying		inheritance) • Identify how
	(Y1 - Animals including	obtain their food from		producers, predators		animals and plants are
	humans)	plants and other animals,		and prey. (Y4 - Animals,		adapted to suit their
	Describe and compare the	using the idea of a simple		including humans)		environment in different
	structure of a variety of	food chain, and identify				ways and that adaptation
	common animals (fish,	and name different				may lead to evolution. (Y6 -
	amphibians, reptiles, birds	sources of food.				Evolution and inheritance)
	and mammals, including	 Notice that animals, 				
	pets). (Y1 – Animals,	including humans, have				
	including humans)	offspring which grow into				
	Observe changes across	adults. (Y2 - Animals				
	the four seasons. (Y1 -	including humans)				
	Seasonal change)					

Progression of Vocabulary - Living Things and Their Habitats

Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
egg, chick,	names of	head, body, eyes, ears, mouth,	offspring, reproduction, growth,	nutrition, nutrients,	digestive system, digestion,	puberty, (vocabulary to	heart, pulse, rate, pumps, blood,
bird,	animals, live, on	teeth, leg, tail, wing, claw, fin,	baby, toddler, child, teenager,	carbohydrates, sugars,	mouth, teeth, saliva,	describe sexual	blood vessels, transported, lungs,
caterpillar,	land, in water,	scales, feathers, fur, beak, paws,	adult, old person, names of	protein, vitamins,	oesophagus, stomach, small	characteristics in line with	oxygen, carbon dioxide, cycle,
cocoon,	jungle, desert,	hooves, names of animals	animals and their babies (e.g.	minerals, fibre, fat,	intestine, large intestine,	the school's RE policy)	circulatory system, diet, drugs,
chrysalis,	North Pole,	experienced first-hand from each	chick/chicken, kitten/cat,	water, skeleton, bones,	rectum, anus, incisor, canine,	life cycle, foetus, baby,	lifestyle
butterfly, frog	South Pole, sea,	vertebrate group, parts of the	caterpillar/butterfly), survive,	muscles, joints, support,	molar, premolar, herbivore,	child, adolescent, adult,	
spawn,	hot, cold, wet,	human body including those within	survival, water, food, air,	protect, move, skull, ribs,	carnivore, omnivore,	reproduce, sexual, sperm,	
tadpole,	dry, snow, ice,	the school's RSE policy, senses,	exercise, heartbeat, breathing,	spine	producer, predator, prey	fertilises, egg, live young	
froglet, frog,	hair (e.g. black,	touch, see, smell, taste, hear,	hygiene, germs, disease, food			(Y5 - Living things and	
grow,	brown, dark,	fingers, skin, eyes, nose, ears,	types (e.g. meat, fish,			their habitats)	
change, die,	light, blonde,	tongue	vegetables, bread, rice, pasta,				
names of	ginger, grey,		dairy) living, dead, never been				
animals and	white, long,		alive, suited, suitable, basic				
their young,	short, straight,		needs, food, food chain, shelter,				
fur, feathers,	curly), eyes (e.g.		move, feed, water, air, survive,				
scales, tail,	blue, brown,		survival (Y2 - Living things and				
wings, beak,	green, grey),		their habitats)				
claws, paws,	skin (e.g. black,						
hooves,	brown, white),						
swim, walk,	big/tall,						
run, jump, fly,	small/short,						
patterns,	bigger/smaller,						
spots, stripes,	baby, toddler,						
grow,	child, adult, old						
change, baby,	person, old,						
toddler, child,	young, brother,						
adult, old	sister, mother,						
person, smell,	father, aunt,						
taste, touch,	uncle,						
feel, hear,	grandmother,						
see, blind,	grandfather,						
deaf	cousin, friend,						
	family, boy, girl,						
	man, woman						

Progression of knowledge - **Evolution and Inheritance**

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about		 Identify that most 	Describe in	Recognise that	Describe the	Recognise that living
similarities and		living things live in	simple terms	environments can	life process of	things have changed
differences in relation to		habitats to which	how fossils are	change and that	reproduction in	over time and that
places, objects, materials		they are suited and	formed when	this can sometimes	some plants and	fossils provide
and living things. They		describe how	things that have	pose dangers to	animals. (Living	information about
talk about the features of		different habitats	lived are trapped	living things. (Y4 -	things and their	living things that
their own immediate		provide for the basic	within rock. (Y3 -	Living things and	habitats - Y5)	inhabited the Earth
environment and how		needs of different	Rocks)	their habitats)		millions of years ago.
environments might vary		kinds of animals and	• Explore the			Recognise that living
from one another. They		plants, and how they	part that flowers			things produce
make observations of		depend on each	play in the life			offspring of the same
animals and plants and		other. (Y2 - Living	cycle of			kind, but normally
explain why some things		things and their	flowering plants,			offspring vary and are
occur and talk about		habitats)	including			not identical to their
changes		 Notice that animals, 	pollination, seed			parents.
		including humans,	formation and			Identify how animals
		have offspring which	seed dispersal.			and plants are
		grow into adults. (Y2	(Y3 - Plants)			adapted to suit their
		- Animals, including				environment in
		humans)				different ways and
						that adaptation may
						lead to evolution

Progression of Vocabulary - Evolution and Inheritance

Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
natural,	plant, tree,	leaf, flower,	light, shade, Sun,	photosynthesis,	environment,	life cycle,	offspring, sexual
plant,	bush,	blossom, petal,	warm, cool, water,	pollen,	habitat, human	reproduce,	reproduction, vary,
animal,	flower,	fruit, berry, root,	space, grow,	insect/wind	impact, positive,	sexual,	characteristics,
leaves,	vegetable,	seed, trunk,	healthy, bulb,	pollination,	negative, migrate,	fertilises,	adapted, inherited,
seeds,	herb, weed,	branch, stem,	germinate, shoot,	male, female,	hibernate (Y4 -	asexual,	species, evolve,
conkers,	animal,	bark, stalk, bud	seedling (Y2 -	seed formation,	Living things and	plantlets,	evolution
acorns,	names of	(Y1 - Plants)	Plants) living, dead,	seed dispersal	their habitats)	runners, tubers,	
twigs,	plants and		never been alive,	(e.g. wind	herbivore,	cuttings (Y5 -	
bark,	animals they		suited, suitable,	dispersal,	carnivore,	Living things	
shells,	see, name of		basic needs, food,	animal	omnivore,	and their	
feathers,	a		food chain, shelter,	dispersal, water	producer,	habitats	
pebbles,	contrasting		move, feed, water,	dispersal), air,	predator, prey		
stones,	environment		air, survive,	nutrients,	(Y4 - Animals,		
same,	(e.g. beach,		survival, conditions,	minerals, soil	including		
different,	forest)		light, dark, shady,	(Y3 - Plants)	humans)		
pattern	(Reception -		sunny, wet, damp,	soil, fossil,			
(Nursery	Living things		dry, hot, cold (Y2 -	bone, flesh,			
- Living	and their		Living things and	minerals (Y3 -			
things	habitats)		their habitats	Rocks)			
and their							
habitats)							

Progression of knowledge - Seasonal Changes

EYFS	KS1	1 L			UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies		• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)		• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)	

Progression	of Vocabulary	- Seasonal Changes					
Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
grow,	Spring,	weather, sunny,					
shoot, die,	summer,	rainy, raining,					
dead	autumn,	shower, windy,					
(Nursery -	winter,	snowy, cloudy,					
Plants) egg,	seasons,	hot, warm, cold,					
chick, bird,	sunny, cloudy,	storm, thunder,					
caterpillar,	hot, warm,	lightning, hail,					
cocoon,	cold, shower,	sleet, snow, icy,					
chrysalis,	raining,	frost, puddles,					
butterfly,	storm,	rainbow, seasons,					
frog	thunder,	winter, summer,					
spawn,	lightning, hail,	spring, autumn,					
tadpole,	sleet, snow,	Sun, sunrise,					
froglet,	icy, frost,	sunset, day length					
frog, grow,	puddles,						
change,	windy,						
die, names	rainbow,						
of animals	animals,						
and their	young, plants,						
young	flowers						
(Nursery -							
Animals,							
excluding							
humans)							

Progression of knowledge - **Materials**

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A Cy	cle B
	Distinguish	•Identify and compare the	Compare and	Compare and group	Compare and group together	
Children know about	between an object	suitability of a variety of	group together	materials together,	everyday materials on the basis of	
similarities and	and the material	everyday materials,	different kinds of	according to whether	their properties, including their	
differences in relation	from which it is	including wood, metal,	rocks on the basis	they are solids, liquids	hardness, solubility, transparency,	
to places, objects,	made.	plastic, glass, brick, rock,	of their	or gases.	conductivity (electrical and thermal),	
materials and living	 Identify and name 	paper and cardboard for	appearance and	 Observe that some 	and response to magnets.	
things. They talk about	a variety of everyday	particular uses.	simple physical	materials change state	Know that some materials will	
the features of their	materials, including	• Find out how the shapes	properties. (Y3 -	when they are heated	dissolve in liquid to form a solution,	
own immediate	wood, plastic, glass,	of solid objects made from	Rocks)	or cooled, and	and describe how to recover a	
environment and how	metal, water, and	some materials can be	• Describe in	measure or research	substance from a solution. • Use	
environments might	rock.	changed by squashing,	simple terms how	the temperature at	knowledge of solids, liquids and gases	S
vary from one	Describe the	bending, twisting and	fossils are formed	which this happens in	to decide how mixtures might be	
another. They make	simple physical	stretching	when things that	degrees Celsius (°C).	separated, including through filtering	,
observations of	properties of a		have lived are	 Identify the part 	sieving and evaporating.	
animals and plants	variety of everyday		trapped within	played by evaporation	Give reasons, based on evidence	
and explain why some	materials.		rock. (Y3 - Rocks)	and condensation in	from comparative and fair tests, for	
things occur and talk	Compare and		 Compare and 	the water cycle and	the particular uses of everyday	
about changes	group together a		group together a	associate the rate of	materials, including metals, wood and	b
	variety of everyday		variety of	evaporation with	plastic.	
	materials on the		everyday	temperature.	Demonstrate that dissolving, mixing	3
	basis of their simple		materials on the	 Recognise some 	and changes of state are reversible	
	physical properties.		basis of whether	common conductors	changes.	
			they are attracted	and insulators, and	Explain that some changes result in	
			to a magnet, and	associate metals with	the formation of new materials, and	
			identify some	being good	that this kind of change is not usually	
			magnetic	conductors. (Y4 -	reversible, including changes	
			materials. (Y3 -	Electricity	associated with burning and the	
			Forces and		action of acid on bicarbonate of soda	
			magnets)			

Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle
mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change,	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, seethrough, not seethrough	opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay) (Y3 - Rocks) magnetic force, magnet, attract, magnetic material, metal, iron, steel (Y3 - Forces and magnets)	solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle electrical conductor, electrical insulator, metal, nonmetal (Y4 - Electricity)	thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material	

Progression of knowledge - **Rocks**

EYFS	KS1		LKS2		UKS2	
	Cycle A Cyc	ele B	Cycle A Cycle	2 B	Cycle A	Cycle B
	Distinguish between an	Identify and	Compare and group			Recognise that living
Children know	object and the material	compare the	together different			things have changed over
about similarities	from which it is made.	suitability of a variety	kinds of rocks on the			time and that fossils
and differences in	(Y1 - Everyday materials)	of everyday materials,	basis of their			provide information about
relation to places,	 Identify and name a 	including wood,	appearance and simple			living things that inhabited
objects, materials	variety of everyday	metal, plastic, glass,	physical properties.			the Earth millions of years
and living things.	materials, including	brick, rock, paper and	Describe in simple			ago. (Y6 - Evolution and
They talk about the	wood, plastic, glass,	cardboard for	terms how fossils are			inheritance)
features of their	metal, water, and rock.	particular uses. (Y2 -	formed when things			
own immediate	(Y1 - Everyday materials)	Uses of everyday	that have lived are			
environment and	 Describe the simple 	materials)	trapped within rock.			
how environments	physical properties of a		 Recognise that soils 			
might vary from	variety of everyday		are made from rocks			
one another. They	materials. (Y1 - Everyday		and organic matter			
make observations	materials)					
of animals and	 Compare and group 					
plants and explain	together a variety of					
why some things	everyday materials on					
occur and talk	the basis of their simple					
about changes.	physical properties. (Y1 -					
	Everyday materials)					

Progression of vocabulary - Rocks										
Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A				
natural, shells,	object, material, rock,	opaque,	rock, stone, pebble,			evolution				
pebbles, stones	brick, clay, hard, soft,	transparent,	boulder, grain,							
	waterproof, absorbent,	translucent,	crystals, layers, hard,							
	rough, smooth, shiny,	reflective, non-	soft, texture, absorbs							
	dull, see-through, not	reflective (Y2 - Uses	water, fossil, bone,							
	see-through (Y1 -	of everyday	flesh, minerals,							
	Everyday materials)	materials	marble, chalk,							
			granite, sandstone,							
			slate, types of soil							
			(e.g. peaty, sandy,							
			chalky, clay)							

Progression of knowledge - **Light**

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about	• Identify, name,		Recognise that they		Compare	Recognise that light
similarities and	draw and label the		need light in order to		and group	appears to travel in
differences in relation	basic parts of the		see things and that dark		together	straight lines.
to places, objects,	human body and		is the absence of light.		everyday	Use the idea that light
materials and living	say which part of		 Notice that light is 		materials on	travels in straight lines to
things. They talk about	the body is		reflected from surfaces.		the basis of	explain that objects are
the features of their	associated with		 Recognise that light 		their	seen because they give out
own immediate	each sense. (Y1 -		from the sun can be		properties,	or reflect light into the
environment and how	Animals, including		dangerous and that		including	eye.
environments might	humans)		there are ways to		transparency	• Explain that we see
vary from one another.	• Describe the		protect their eyes.		(Y5 -	things because light travels
They make	simple physical		 Recognise that 		Properties	from light sources to our
observations of	properties of a		shadows are formed		and changes	eyes or from light sources
animals and plants and	variety of		when the light from a		of materials)	to objects and then to our
explain why some	everyday		light source is blocked			eyes.
things occur and talk	materials. (Y1 -		by an opaque object.			 Use the idea that light
about changes.	Materials)		• Find patterns in the			travels in straight lines to
			way that the size of			explain why shadows have
			shadows change.			the same shape as the
						objects that cast them

Progression of vocabulary - Light

Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	Nursery
light,	Sun, sunny,	senses, see, eyes		light, light source, dark,			straight lines, light ray
torch,	light,	(Y1 - Animals,		absence of light,			
bulb,	shadow,	including humans)		surface, shadow,			
lamp,	shady,	shiny, dull, see-		reflect, mirror, Sun,			
spotlight,	clouds,	through, not see-		sunlight, dangerous			
shiny,	torch, see-	through (Y1 -					
bright,	through,	Materials					
brighter,	not see-						
brightest,	through,						
Sun,	source,						
shine,	light source						
glow,							
mirror							

Progression of knowledge - Forces

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes		• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)	 Compare how things move on different surfaces. Notice that some forces need contact between two 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing 		 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 	

Progressi	Progression of vocabulary - Forces										
Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	Nursery				
object,	float, sink,		flexible, rigid,	force, push, pull, twist,		force, gravity, Earth,					
float,	up, down,		shape,	contact force, non-contact		air resistance, water					
sink,	top,		push/pushing,	force, magnetic force,		resistance, friction,					
water,	bottom,		pull/pulling,	magnet, strength, bar		mechanisms, simple					
up,	surface,		twist/twisting,	magnet, ring magnet,		machines, levers,					
down,	move, roll,		squash/squashi	button magnet, horseshoe		pulleys, gears					
top,	drop, fly,		ng,	magnet, attract, repel,							
bottom,	turn, spin,		bend/bending,	magnetic material, metal,							
push,	fall, fast,		stretch/stretchi	iron, steel, poles, north							
pull,	slow,		ng (Y2 - Uses of	pole, south pole							
magnet,	faster,		everyday								
spring,	slower,		materials)								
squash,	fastest,										
bend,	slowest,										
twist,	further,										
stretch,	furthest,										
turn,	wind, air,										
spin,	water,										
smooth,	blow,										
rough,	bounce										
fast,											
slow											

Progression of knowledge - **Sound**

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)			 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. 		

Progression of	Progression of vocabulary - Sound										
Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	Nursery				
sound,	sound,	senses, hear, ear			sound, source, vibrate,						
noise, loud,	noise,	(Y1 - Animals,			vibration, travel, pitch (high,						
quiet, high,	listen, hear,	including humans			low), volume, faint, quiet,						
low, music,	music,				loud, insulation						
bang, blow,	voices, bird										
pluck, soft,	song,										
hard, fast,	traffic,										
slow,	sirens,										
names of	thunder,										
instruments	high, low,										
	loud, quiet,										
	soft,										
	volume,										
	crackle,										
	thunder,										
	hum, buzz,										
	roar										

Progression of knowledge - **Electricity**

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes				 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 		 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

Progression of vocabulary - Electricity									
Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A			
battery, plug, socket, electricity, wire, sound, light, move				electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch,		circuit diagram, circuit symbol, voltage			
				buzzer, motor, conductor, insulator, metal, non-metal, symbol					

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes	• Observe changes across the four seasons. (Y1 - Seasonal changes) • Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)				 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 	

Progression of vocabulary - Earth and Space

Nursery	Reception	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A
Sun, Moon, Earth,			light, light source,		Sun, Moon, Earth, planets	
star, planet, sky, day,			Sun, sunlight,		(Mercury, Jupiter, Saturn,	
night, space, round,			dangerous (Y3 -		Venus, Mars, Uranus,	
bounce, float			Light)		Neptune), spherical, Solar	
					System, rotate, star, orbit	