

*Laurel Avenue Community Primary School*

<b>Year Group</b>	<b>Topic</b>	<b>Vocabulary children should use</b>			<b>Adult vocabulary</b>
<b>Year 1</b>	<b>Working Scientifically</b>	Questions Answers Equipment Results Sort Explore Observe Similar	Similarities Egg timers Ruler Tape measure Metre stick Beaker	Collect Measure Record Group Test Compare Describe Different Differences	Collect Evidence Data Table Chart Classify Identify Observe changes of time Notice patterns Notice relationships Secondary sources Hand lenses Communicate
	<b>Plants</b>	Names of locally found garden plants / wild plants / flowering plants / trees Vegetable Name of plants grown	Leaf / leaves Flower Blossom Petal Fruit Berry Names of vegetables grown	Root Bulb Seed Trunk Branch Stem stalk	Wild plants Garden plants Flowering plants Deciduous Evergreen
	<b>Animals including Humans</b>	Names of common animals – fish, birds etc. Meat-eaters Plant feeders Habitat Wild animals Pets Senses Hear/hearing See/seeing Touch / touching Taste/tasting	Body parts Mouth Head Body Neck Arms Eyebrows Eyelashes Legs Elbows Knees Face, Eyes Ears. Teeth	Wing Claw Tail Beak Fur Feather Fin Scales	Amphibians Reptiles Mammals Carnivores Herbivores Omnivores
	<b>Everyday Materials</b>	Object Material Wood Plastic Glass Metal Solid Liquid Gas	Water Rock Rough smooth Bright / shiny Dull / dim Absorbent Waterproof	Bendy Stiff Soft Hard Squashing Stretching See through Names of common materials	Textures (describing words for different textures) Reflection Properties Transparent
	<b>Seasonal changes</b>	Season Autumn Winter Spring Summer	Weather Names of common weather features Days Hours Months	Light Dark Shadow Moon movement	Day length

<b>Working Scientifically</b>	<i>As Yr 1 plus:</i> Chart Table Pictogram Tally chart Block diagram / graph	<i>Gather</i> <i>Order</i> <i>Notice patterns</i> <i>Link ideas</i>	<i>Stop watch</i> <i>Pipette</i> <i>Syringe</i> <i>Use</i> <i>comparatives – hotter/ cooler, older / younger etc</i>	<i>Gather</i> <i>Evidence</i> <i>Data</i> <i>Venn diagram</i> <i>Identify</i> <i>Classify</i> <i>Rank</i> <i>Notice relationships</i>
<b>Living things and their habitats</b>	<i>Living</i> <i>Alive</i> <i>Non-living</i> <i>Dead</i> <i>Move</i> <i>Grow</i> <i>Feed</i> <i>Breathe</i> <i>Have young</i> <i>Needs</i> <i>Shelter</i> <i>Heat</i>	<i>Habitats</i> <i>Conditions</i> <i>Characteristics</i> <i>Adaptation</i> <i>Food chain</i> <i>Name micro-habitats – log, bush</i> <i>Describes conditions – damp, dark etc</i>	<i>Food chain</i> <i>Carnivore</i> <i>Herbivore</i> <i>Omnivore</i> <i>Name local habitats – pond, woodland</i>	<i>Life processes</i> <i>Reproduce</i> <i>Respire</i> <i>Excrete</i> <i>Producer</i> <i>Consumer</i> <i>Sources of food</i> <i>Seashore</i> <i>Ocean</i> <i>Rainforest</i> <i>Micro-habitat</i> <i>Conditions</i> <i>Depends on/suited to</i>
<b>Plants</b>	<i>As Yr 1 plus:</i> <i>Seedling</i> <i>Shoot</i> <i>Fully grown</i>	<i>Growth</i> <i>Healthy</i> <i>Wither</i> <i>Soil</i> <i>Earth</i>	<i>Water</i> <i>Light</i> <i>Hot/cold</i> <i>Nutrients</i>	<i>Mature plant</i> <i>Temperature</i> <i>Germinate / germination</i> <i>Pollination</i> <i>Seed dispersal</i>
<b>Animals including humans</b>	<i>As Yr 1 plus:</i> <i>Adult</i> <i>Young</i> <i>Baby</i> <i>Toddler</i> <i>Child</i> <i>Teenager</i>	<i>Grow</i> <i>Offspring</i> <i>Survival</i> <i>Basic needs – water, food, air</i>	<i>Food types – name common</i> <i>egs</i> <i>Hygiene</i> <i>Infection</i> <i>Exercise</i> <i>Unhealthy</i>	<i>Develop</i> <i>Reproduction</i> <i>Life cycle</i> <i>Heart rate</i> <i>Nutrition</i>
<b>Uses of everyday materials</b>	<i>As Yr 1 plus:</i> <i>Man-made</i> <i>Natural</i> <i>Describe features of change – pushing / pulling</i>	<i>Suitable</i> <i>Use / useful</i> <i>Characteristics</i> <i>Properties</i> <i>Rigid</i> <i>Flexible</i> <i>Strong</i> <i>Weak</i>	<i>Reflective</i> <i>Non-reflective</i> <i>Transparent</i> <i>Opaque</i> <i>Translucent</i> <i>Shape</i> <i>Changes</i>	<i>Suitability</i> <i>purpose</i>

<b>Year Group</b>	<b>Topic</b>	<b>Vocabulary children should use</b>			<b>Adult vocabulary</b>
<b>Year 3</b>	<b>Working scientifically</b>	<i>As KS1 plus:</i> Scientific enquiry Similarities Differences Observations Keys Bar charts Thermometer Data logger	<i>Changes over time</i> Identify Classify Evidence Conclusion Prediction Magnifying glass Microscope	<i>Comparative tests</i> Fair test Careful Present Data Results Support Not support	<i>Systematic</i> Accurate Disprove Notice relationships
	<b>Plants</b>	<i>As KS1 plus:</i> Part Role Temperature Absorb	<i>Soil</i> Well-drained Fertiliser Nutrients Plant life cycle	<i>Transported</i> Pollination Seed formation Seed dispersal	<i>Structure</i> Function Plant tissues Pores Competition for resources
	<b>Animals including Humans</b>	<i>As KS1 plus:</i> Nutrition Nutrients Dietary fibre Balanced diet Carbohydrate Protein Vitamins Minerals Fat	<i>Skeleton</i> Muscles Support Protection Movement	<i>Brain</i> Blood vessels Heart Skull Ribs Spine Backbone Joints Sockets Bones Tendons	<i>Vertebrates</i> Invertebrates Endoskeleton exoskeleton
	<b>Rocks</b>	<i>Rock</i> Stone Pebble Boulder Absorb water Let water through	<i>Soil</i> Fossil Grains Crystals Layers Texture Molten magma	<i>Name properties of ...such as hard, soft</i> Name common rocks/soil types, marble, chalk, clay, sandy	<i>Erosion</i> Strata Particles Physical properties Porous Permeable / impermeable
	<b>Light</b>	<i>Light</i> Light source Names of light sources, torch etc Dark / darkness	<i>Reflect</i> Reflective Mirror Shadow Block / absorb Direction of light	<i>Transparent</i> Opaque Translucent Bright Dim Light beam sunlight	<i>Speed of light</i> Emit Light spectrum
	<b>Forces and Magnets</b>	<i>Force</i> gravity Push / pull Direction of force Air resistance streamlined Float / sink Friction Force-meter	<i>Magnet</i> Magnetic force Strength Attract Repel Poles North pole South pole	<i>Bar magnet</i> Ring magnet Button magnet Horse-shoe magnet Name common magnetic and non-magnetic materials	<i>Constant force</i> Non constant force Newton meter Newton

	<b>Working Scientifically</b>	<i>As previous plus:</i> Increase Decrease Accurate Appearance			Notice relationships Systematic Disprove
	<b>Living things and their habitats</b>	<i>As previous plus:</i> Classification keys Environment Fish Reptiles Amphibians Mammals Birds	Vertebrates Invertebrates Human impact Plant groups (trees, grasses, flowering and non-flowering plants)	Name some common invertebrates	Organism Population Deforestation Development Pollution Positive human impact Negative human impact Variation characteristics
	<b>Animals including Humans</b>	<i>As previous plus:</i> Digestive system digestion Saliva Oesophagus Stomach Small intestine Large intestine Absorb into blood stream	Swallowing Chewing Rectum Anus Faeces Consumer Predator Prey Producers	Canines Incisors Pre-molars Molars Cavities Dentine Plaque Pulp-cavity Fluoride Tooth decay Gums Nerves Enamel	Chemical enzymes breakdown food Gastric juices Reabsorption of water
	<b>States of Matter</b>	<i>As previous plus:</i> Air Oxygen Powder Grain / granular Changes state Gaseous Particles	Water vapour Water cycle Heating /cooling Degree Celsius Melt Freeze Boil	Evaporation Condensation Energy transfer	Solidify Boiling point Precipitation Transpiration Forces of attraction
	<b>Sound</b>	Sound Sound source Noise Vibrate / vibration Travel Sound wave	Pitch Volume Loud / quiet Tune High / low Echo Tuning fork	Insulation Instrument Percussion String Brass Woodwind Tunes instrument	Strength of vibrations Reflection of sound
	<b>Electricity</b>	Electricity Electrical device / appliances Mains Plug Components Conductor Insulator	Circuit symbol Cell Battery Wire Bulb Switch Buzzer Motor Connection	Electrical / simple circuit Complete circuit Closed circuit Open circuit Positive Negative Crocodile clip	Series circuit terminal

<b>Working Scientifically</b>	<i>As previous plus:</i> Opinion Fact Variables Independent variable	Dependent variable Controlled variable precision	Classification keys Scatter graphs Line graphs Notice relationships Support	Degree of trust Causal relationships Refute
<b>Living things and their habitats + Animals including Humans</b>	<i>As previous plus:</i> Reproduction Sexual Asexual Germination Pollination Birth Fertilisation Menstrual cycle Puberty	Seed dispersal Seed formation Pollen Stamen Stigma Anther Filament Style Sepal Carpel	Insect Eggs Live young Egg Cell Embryo Ovary Placenta Penis Testes Vagina Uterus	Plantlets eg: spider plants Runners eg: strawberry plants Chromosomes Ovum Zygote Fallopian tubes Gestation Hormones
<b>Properties and changes of materials</b>	<i>As previous plus:</i> Solubility Electrical conductivity Thermal conductivity New material Buoyancy suspension	Dissolve Solution Soluble Insoluble Solute Solvent Burning Rusting Gas given off	Mixture Filtering Sieving Reversible change Irreversible change Hard to reverse	Combustion Oxidisation Chemical reaction Residue Filtrate
<b>Earth and Space</b>	Earth Planets Sun Solar system Moon Celestial body Sphere / spherical Rotation Spin Phases of moon	Axis / axes Night / day Mercury Mars Neptune Venus Jupiter Saturn Pluto Uranus Time zones	Orbit Elliptical orbit Revolve Shadow clocks Sundials Asteroids Comets Galaxy Meteors Light years	Geocentric model Heliocentric model
<b>Forces</b>	<i>As previous plus:</i> Mechanisms Air resistance Water resistance	Levers Pulleys Gears Springs	Drag forces Transference of force and motion	

<b>Working Scientifically</b>	<i>As previous plus:</i> systematic	<i>Causal relationships</i>	<i>Refute</i> <i>Degree of trust</i>	
<b>Living things and their habitats</b>	<i>As previous plus:</i> Organism Micro-organism	<i>Bacteria</i> <i>Microbes</i> <i>fungus</i>	<i>Name</i> <i>invertebrates:</i> <i>arachnid,</i> <i>mollusc, insect</i> <i>and crustacean</i>	
<b>Animals including Humans</b>	<i>As previous plus:</i> Circulatory system Blood vessels Capillaries Arteries Veins Red blood cells White blood cells	<i>Oxygen</i> <i>Carbon dioxide</i> <i>Lungs</i> <i>Air sacs</i> <i>Ventricles</i> <i>Aorta</i> <i>Wind pipe</i> <i>Diaphragm</i> <i>Bronchi</i> <i>Pulmonary vein / artery</i>	<i>Lifestyle</i> <i>Drugs</i> <i>Diet</i> <i>Heart rate</i> <i>Clotting</i> <i>Plasma</i>	<i>Gaseous exchange</i> <i>Oxygenated / deoxygenated</i> <i>Respiratory system</i> <i>Aerobic respiration</i> <i>Trachea</i> <i>Haemoglobin</i> <i>Bronchioles</i> <i>Alveoli</i>
<b>Evolution and inheritance</b>	<i>Evolution</i> <i>Adaptation</i> <i>Genes</i> <i>DNA</i> <i>Chromosomes</i> <i>Evolutionary change</i> <i>features</i>	<i>Inherit</i> <i>Inheritance</i> <i>Environmental conditions</i> <i>Fossil records</i> <i>Natural selection</i>	<i>Variation</i> <i>Reproduction</i> <i>Competition</i> <i>Environmental variations</i> <i>Survival of the fittest</i>	<i>Dominance</i> <i>Recessive</i>
<b>Light</b>	<i>As previous plus:</i> <i>Absorption</i> <i>Transmission</i>	<i>Lenses</i> <i>Optics</i> <i>Prism</i>	<i>Rainbow</i> <i>Refraction</i> <i>spectrum</i>	
<b>Electricity</b>	<i>As previous plus:</i> <i>Series circuit</i>	<i>Terminal</i> <i>Voltage</i> <i>volume</i>	<i>Current</i> <i>Resistance</i> <i>Circuit diagrams</i>	<i>Parallel circuits</i>