

Science KS1 Knowledge and Vocabulary Progression – Ash and Beech Classes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year (2022-2023)						
Topic	Materials (What is it like where we live?) (Y1 objectives)	Materials (What is it like where we live?) (Y2 objectives)	Seasonal Change (Y1 objectives) Environment Working Scientifically (What is changing in our world)	Seasonal Change (Y1 objectives) Environment Working Scientifically (What is changing in our world)	Plants (Y1 objectives)	Plants (Y2 objectives)
Knowledge (please note that KS1 operates a rolling 2-year curriculum to take account of mixed age classes, meaning that in their two years in KS1 each child will receive teaching in line with the national curriculum for Science.)						
Year 1 and Year 2	Distinguish between an object and the material from which it is made.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Observe changes across the four seasons.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Observe and describe how seeds and bulbs grow into mature plants.	
	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.		Observe and describe weather associated with the seasons and how day length varies			
	Describe the simple physical properties of a variety of everyday materials.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		Identify and describe the basic structure of a variety of common flowering plants, including trees.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
	Compare and group together a variety of everyday materials on the basis of their simple physical properties.					
Vocabulary – please see the separate working scientifically document for details of appropriate vocabulary.						
Topic specific vocabulary	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,	opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing,	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling	

	absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	bend/bending, stretch/stretching			flowering plants in the local area	
Year (2023-2024)						
Topic	Humans (Y1 objectives) Scientists Working scientifically	Humans Scientists Working scientifically	Animals (Y1 objectives)	Animals (Y2 objectives)	Habitats (Y2 objective)	Habitats (Y2 objective)
Knowledge						
Year 1 and Year 2	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Notice that humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Find out about and describe the basic needs of humans for survival (water, food and air).	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. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Notice that animals have offspring which grow into adults. Find out about and describe the basic needs of animals for survival (water, food and air).	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 the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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	
Vocabulary – please see the separate working scientifically document for details of appropriate vocabulary.						
Topic specific vocabulary ledge	parts of the human body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue	baby, toddler, child, teenager, adult, old person, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)	head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group	offspring, reproduction, growth, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air	living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied	