

# Curriculum Map for Science



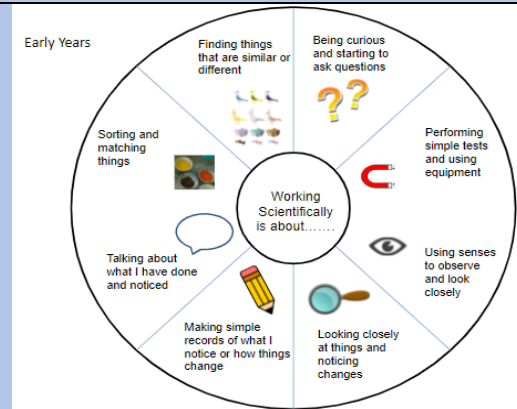
Learning Together, Learning for Life

## Early Years

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for Science when they enter Year One. Using the Key Stage One programmes of study of: investigative skills, living things and their habitats, plants, animals including humans, everyday materials and seasonal changes; the key skills and knowledge are identified below:

### Working scientifically:

- Being curious and starting to ask questions
- Performing simple tests and using equipment
- Using senses to observe and look closely
- Looking closely at things and noticing changes
- Making simple notes of what I notice or how things change
- Talk about what I have done and noticed
- Sorting and matching things
- Finding things that are similar and different
- Being curious and starting to ask questions



### Living things and their habitats

**Understanding the World:**  
Begin to understand the need to respect and care for the natural environment and all living things. They explore the natural world around them. They describe what they see, hear and feel while outside. Talk about what they see, using a wide vocabulary.

### Vocabulary:

### Plants

**Understanding the World:**  
Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them. Describe what they see, hear and feel while outside. Talk about what they see, using a wide vocabulary.

### Seasonal Changes

#### Understanding the World:

Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them. Talk about what they see, using a wide vocabulary.

#### The Natural World ELG:

Explore the natural world around them.

<p>Grow, growing, growth, tall, height, weight, length, baby, child, teenager, adult, elderly, life cycle, tadpole, froglet, frog, eggs, caterpillar, chrysalis, butterfly, see, hear, smell, touch, taste, senses</p> <p><b><u>The Natural World ELG:</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p><b><u>Vocabulary:</u></b> Garden, tree, flower, stem, petal, leaf, roots, water, light, grow, seed, bulb, blossom, trunk, branch, bark, sunflower, daffodil, daisy, poppy, shade, sun, warm, cool, spring, summer, autumn, winter, soil</p> <p><b><u>The Natural World ELG:</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><b><u>Vocabulary:</u></b> Autumn, Spring, Summer, Winter, fog, frost, snow, shade, sun, warm, cool, hail, season, buds, blossom, bare tree, colour, change, orange, brown, difference, day length, dark, light</p>
<p><b><u>Animals including humans</u></b> Understanding the World: Understand the key features of the life cycle of an animal. Understand the need to respect and care for the natural environment and all living things. Explore the natural world around them Describe what they see, hear and feel while outside. Talk about what they see, using a wide vocabulary.</p> <p><b><u>Personal, Social and Emotional Development:</u></b> Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p> <p><b><u>Vocabulary:</u></b> Grow, growing, growth, tall, height, weight, length, baby, child, teenager, adult, elderly, life cycle, tadpole, froglet, frog, eggs, chrysalis, butterfly, caterpillar, see, hear, smell, touch, taste, senses, healthy</p> <p><b><u>The Natural World ELG:</u></b></p>	<p><b><u>Everyday Materials</u></b> Understanding the World: Explore collections of materials with similar and/or different properties. They can talk about the difference between materials and changes they notice. They use all their senses in hands-on exploration of natural materials. They explore collections of materials with similar and/or different properties. They talk about what they see, using a wide range of vocabulary. Expressive Arts and Design: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><b><u>Vocabulary:</u></b> clear, see through, hard, soft, shiny, smooth, rough, prickly, bumpy, wood, plastic, metal, glass, fabric, hot, cold, wet, dry, melt, freeze</p> <p><b><u>The Natural World ELG:</u></b> Explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	

Explore the natural world around them, making observations and drawing pictures of animals and plants;  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

**Managing Self ELG:**

Manage their own basic hygiene and personal needs, understanding the importance of healthy food choices.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Creating with Materials ELG:**

Safely use and explore a variety of materials.

## Key Stage One

Our Key Stage One curriculum follows the National Curriculum. Using The Association for Science Education, we have identified the key skills and knowledge we ensure our pupils reach by the end of Key Stage One in order to access the Key Stage 2 curriculum when they move into Year 3.

Each lesson sees at least one focus on working scientifically:




- Asking questions
- Performing simple tests and using equipment
- Saying why a test is fair
- Observing and measuring
- Using books, videos, the internet, people and photos to find answers
- Recording information
- Looking for patterns – sorting and grouping
- Explaining results – saying what we have found



Year A	Autumn	Spring	Summer
	<p style="text-align: center;"><b><u>Animals including humans</u></b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p style="text-align: center;"><b><u>Plants</u></b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p style="text-align: center;"><b><u>Living things and their habitats</u></b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p>

	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		
	<p><u>Key vocabulary:</u>  <u>Words I already know from Early Years and will use in this topic:</u>  Grow, growing, growth, tall, height, weight, length, baby, child, teenager, adult, elderly, life cycle, tadpole, froglet, frog, eggs, chrysalis, butterfly, caterpillar, see, hear, smell, touch, taste, senses, healthy</p> <p><u>New vocabulary:</u>  scales, claw, fin, feathers, fur, beak, hooves, senses (touch, see, smell, taste, hear), offspring, growth, survival, heartbeat, breathing, hygiene, germs, disease, food types, herbivore, omnivore, carnivore</p>	<p><u>Key vocabulary:</u>  <u>Words I already know from Early Years and will use in this topic:</u>  Garden, tree, flower, stem, petal, leaf, roots, water, light, grow, seed, bulb, blossom, trunk, branch, bark, sunflower, daffodil, daisy, poppy, shade, sun, warm, cool, spring, summer, autumn, winter, soil</p> <p><u>New vocabulary:</u>  fruit, berry, root, seed, stalk, bud, names of local trees, names of garden and wild flowering plants in Reed, light, space, healthy, bulb, germinate, shoot, seedling</p>	<p><u>Key vocabulary:</u>  <u>Words I already know from Early Years and will use in this topic:</u>  Grow, growing, growth, tall, height, weight, length, baby, child, teenager, adult, elderly, life cycle, tadpole, froglet, frog, eggs, caterpillar, chrysalis, butterfly, see, hear, smell, touch, taste, senses</p> <p><u>New vocabulary:</u>  living, dead, never been alive, suited, suitable, basic needs, food chain, shelter, move, names of local habitats (for example, pond, woodland), names of micro-habitats (for example, under logs, in bushes), conditions, shady, sunny, damp, names of living things in the habitats and microhabitats studied</p>

	<p style="text-align: center;"><u>Teaching sequence:</u></p> <p style="text-align: center;"><b>Learning Journey - Animals including humans</b></p> <p>Can you identify, name and describe a variety of common animals?</p> <p style="text-align: center;">↓</p> <p>What are carnivores, herbivores and omnivores?</p> <p style="text-align: center;">↓</p> <p>What is offspring?</p> <p style="text-align: center;">↓</p> <p>What do animals and humans need to survive?</p> <p style="text-align: center;">↓</p> <p>Can you identify the different parts of the human body?</p> <p style="text-align: center;">↓</p> <p>How do we use our senses?</p> <p style="text-align: center;">↓</p> <p>Why is it important for humans to exercise and eat the right amounts of food?</p> <p style="text-align: center;">↓</p> <p>Why is it important to have good hygiene?</p>	<p style="text-align: center;"><u>Teaching sequence:</u></p> <p style="text-align: center;"><b>Learning Journey - Plants</b></p> <p>How do seeds and bulbs grow into mature plants?</p> <p style="text-align: center;">↓</p> <p>What do plants need to grow and stay healthy?</p> <p style="text-align: center;">↓</p> <p>Can you find out the names of common wild and garden plants?</p> <p style="text-align: center;">↓</p> <p>What is a deciduous and evergreen tree?</p> <p style="text-align: center;">↓</p> <p>What is the basic structure of a plant and a tree?</p>	<p style="text-align: center;"><u>Teaching sequence:</u></p> <p style="text-align: center;"><b>Learning Journey - Living things and their habitats</b></p> <p>Can you find out what habitats a variety of plants and animals live in?</p> <p style="text-align: center;">↓</p> <p>What is the difference between a habitat and a microhabitat?</p> <p style="text-align: center;">↓</p> <p>How do different habitats provide for the basic needs of animals and plants?</p> <p style="text-align: center;">↓</p> <p>Can you compare the differences between things that are living, dead and never been alive?</p> <p style="text-align: center;">↓</p> <p>How do animals get their food?</p> <p style="text-align: center;">↓</p> <p>Using a simple food chain, can you identify and name different sources of food?</p>
<p>Year B</p>	<p style="text-align: center;"><b><u>Seasonal changes</u></b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p style="text-align: center;"><b><u>Everyday materials</u></b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p style="text-align: center;"><b><u>Use of everyday materials</u></b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

	<p><b>Key Vocabulary:</b> Words I already know from Early Years and will use in this topic:</p> <p>Autumn, Spring, Summer, Winter, fog, frost, snow, shade, sun, warm, cool, hail, season, buds, blossom, bare tree, colour, change, orange, brown, difference, day length, dark, light, weather, sunny, rainy, raining, windy, cold, hot, snowy, cloudy</p> <p><b>New vocabulary:</b> shower, storm, thunder, lightning, sleet, icy, puddles, rainbow, sunrise, sunset,</p>	<p><b>Key Vocabulary:</b> Words I already know from Early Years and will use in this topic:</p> <p>clear, see through, hard, soft, shiny, smooth, rough, prickly, bumpy, wood, plastic, metal, glass, fabric, hot, cold, wet, dry, melt, freeze</p> <p><b>New vocabulary:</b> Object, material, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, dull, transparent, translucent, opaque</p>	<p><b>Key Vocabulary:</b> Words I already know from Early Years and will use in this topic:</p> <p>clear, see through, hard, soft, shiny, smooth, rough, prickly, bumpy, wood, plastic, metal, glass, fabric, hot, cold, wet, dry, melt, freeze</p> <p><b>New vocabulary:</b> Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, pushing, pulling, twisting, squashing, bending, stretching</p>
	<p><b>Teaching sequences:</b></p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"> <b><u>Learning Journey - Seasonal Changes</u></b></p> <p style="text-align: center;">What changes happen across the four seasons?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">How can you describe the weather associated with autumn and winter?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">How can you describe the weather associated with spring and summer?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">How does the day length vary over the year?</p> </div>	<p><b>Teaching sequences:</b></p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"> <b><u>Learning Journey - Everyday materials</u></b></p> <p style="text-align: center;">Can you identify and name a variety of everyday materials?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Can you describe the physical properties of a variety of everyday materials?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Can you find different ways to compare everyday materials?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Can you find out what materials different objects are made from?</p> </div>	<p><b>Teaching sequences:</b></p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"> <b><u>Learning Journey - Uses of everyday materials</u></b></p> <p style="text-align: center;">What different uses do materials have?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Can you find out and compare what materials are more suitable for a particular use than others?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">How can the shape of some solid materials be changed?</p> </div>

Continuous learning throughout Year A and Year B:

Children in KS1 will have opportunities to further their Science understanding through:

- Learning about scientists and people who's jobs connect to Science
- Weekly Forest School sessions have been planned to incorporate Science elements
- Science exploration area in the classroom
- Access to non-fiction Scientific books

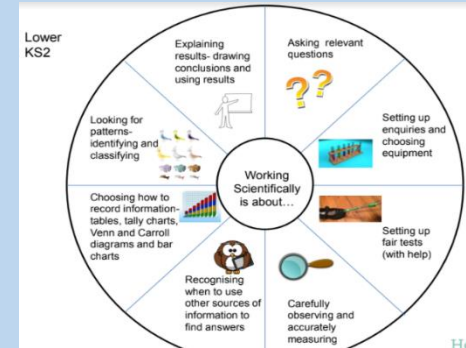


## Key Stage Two

Our Key Stage Two curriculum follows the National Curriculum. Using The Association for Science Education, we have identified the key skills and knowledge we ensure our pupils reach by the end of Year 4 in order to access the upper Key Stage 2 curriculum when they move into Year 5.

Each lesson sees at least one focus on working scientifically:

- Asking relevant questions
- Setting up enquiries and choosing equipment
- Setting up fair tests with help
- Carefully observing and accurately measuring
- Recognising when to use other sources of information to find answers
- Choosing how to record information – tables, tally charts, Venn and Carroll diagrams and bar charts
- Looking for patterns – identifying and classifying
- Explaining results – drawing conclusions and results



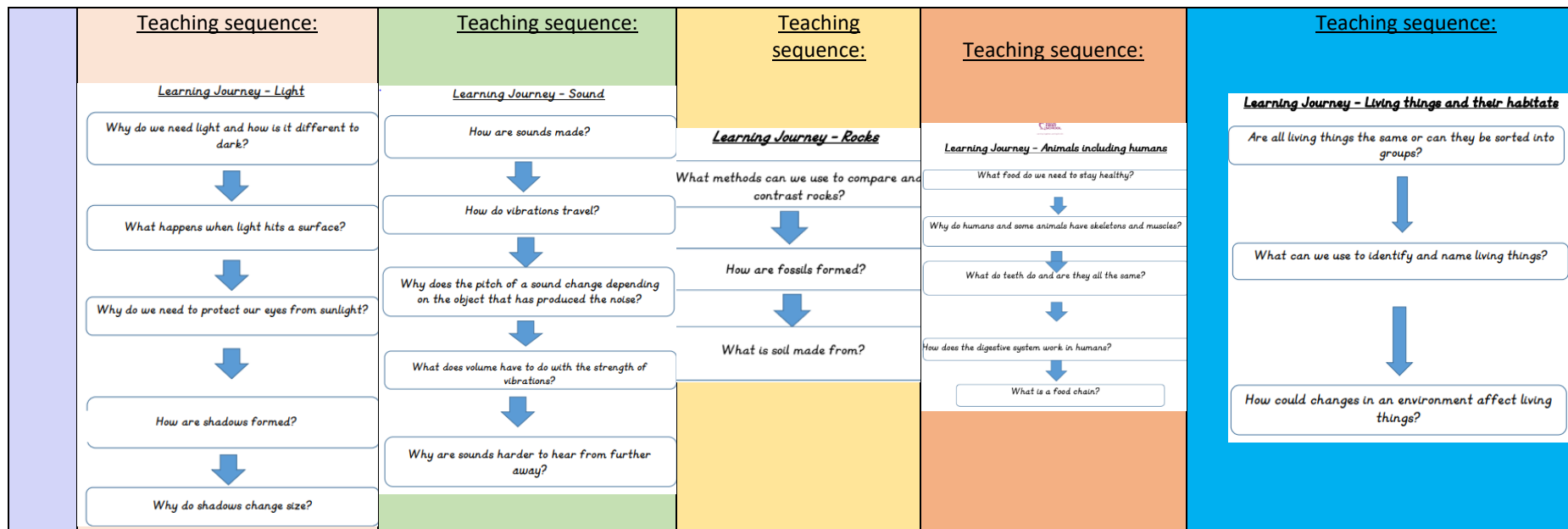
Year A	Autumn	Spring	Summer
	<p style="text-align: center;"><u>States of Matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p style="text-align: center;"><u>Plants</u></p> <p>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</p>	<p style="text-align: center;"><u>Electricity</u></p> <p>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</p>

	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>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 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>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</p>
	<p><u>Key Vocabulary</u></p> <p><u>Words I already know from Early Years and Key Stage 1 I will use in this topic:</u> hot, cold, melt, freeze</p> <p><u>New vocabulary:</u> Solid, liquid, gas, heating, cooling, state, change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle</p>	<p><u>Key Vocabulary</u></p> <p><u>New vocabulary:</u> Force, push, pull, twist, contact force, non-contact force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole, surfaces, contact, distance, non-magnetic</p>	<p><u>Key Vocabulary</u></p> <p><u>Words I already know from Early Years and Key Stage 1 I will use in this topic:</u> Garden, tree, flower, stem, petal, leaf, roots, water, light, grow, seed, bulb, blossom, trunk, branch, bark, sunflower, daffodil, daisy, soil, poppy, shade, sun, warm, cool, spring, summer, autumn, winter, fruit, berry, root, seed, stalk, bud, names of local trees, names of garden and wild flowering plants in Reed, light, space, healthy, bulb, germinate, shoot, seedling</p> <p><u>New Vocabulary:</u> Photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind, animal and water dispersal), air, nutrients, minerals, soil, absorb, transport, ballistic</p>	<p><u>Key Vocabulary</u></p> <p><u>New vocabulary:</u> Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol, wire</p>

	<p><u>Teaching sequence:</u></p> <p><u>Learning Journey - States of Matter</u></p> <p>How would we compare and group a range of different materials?</p> <p>↓</p> <p>Why do some forces need contact between two objects, but magnetic forces can act at a distance?</p> <p>↓</p> <p>What part is played by evaporation and condensation in the water cycle?</p> <p>↓</p> <p>What would make a liquid evaporate faster or slower?</p>	<p><u>Teaching sequence:</u></p> <p><u>Learning Journey - Forces</u></p> <p>Why do some forces need contact between two objects, but magnetic forces can act at a distance?</p> <p>↓</p> <p>Why do magnets attract or repel each other?</p> <p>↓</p> <p>Why do magnets attract some materials but not others?</p> <p>↓</p> <p>How do different surfaces affect the way things move?</p>	<p><u>Teaching sequence:</u></p> <p><u>Learning Journey - Plants</u></p> <p>What parts of a flowering plant can you identify and what are their functions?</p> <p>↓</p> <p>What part do flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal?</p> <p>↓</p> <p>How is water transported in plants?</p> <p>↓</p> <p>What do plants need for life and growth?</p>		<p><u>Teaching sequence:</u></p> <p><u>Learning Journey - Electricity</u></p> <p>What appliances do you know, that run on electricity?</p> <p>↓</p> <p>What materials make good conductors and insulators?</p> <p>↓</p> <p>What equipment would you need to create a simple electrical circuit?</p> <p>↓</p> <p>Can you create a simple electrical circuit that will turn a lamp on?</p> <p>↓</p> <p>What would you add to a circuit to turn a light on and off again?</p>
Year B	<p><u>Light</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p>	<p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p><u>Animals including Humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p>	<p><u>Living things and their habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>

	<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p>	<p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>Identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>
	<p><u>Key vocabulary</u></p> <p><u>New vocabulary:</u> Light, light source, dark, absence of light, surface, shadow, reflect, mirror, sunlight, dangerous, patterns</p>	<p><u>Key vocabulary</u></p> <p><u>New vocabulary:</u> Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulation, medium, ear</p>	<p><u>Key vocabulary</u></p> <p><u>New vocabulary:</u> Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (peaty, sandy, chalky, clay)</p>	<p><u>Key vocabulary</u></p> <p><u>Words I already know from Early Years and KS1 that I will use in this topic:</u> Grow, growing, growth, tall, height, weight, length, baby, child, teenager, adult, elderly, life cycle, tadpole, froglet, frog, eggs, chrysalis, butterfly, caterpillar, see, hear, smell, touch, taste, senses, healthy, scales, claw, fin, feathers, fur, beak, hooves, food chain,</p>	<p><u>Key vocabulary</u></p> <p><u>Words I already know from Early Years and KS1 that I will use in this topic:</u> Grow, growing, growth, tall, height, weight, length, baby, child, teenager, adult, elderly, life cycle, tadpole, froglet, frog, eggs, caterpillar, chrysalis, butterfly, see, hear, smell, touch, taste, senses, living, dead, never been alive, suited, suitable, basic needs, food chain, shelter, move, names of local habitats (for example, pond, woodland), names of micro-habitats (for example, under logs, in bushes), conditions, shady,</p>

				<p>senses (touch, see, smell, taste, hear), offspring, growth, survival, heartbeat, breathing, hygiene, germs, disease, food types, herbivore, omnivore, carnivore</p> <p><u>New vocabulary</u>          Nutrients, nutrition, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine, digestive system, digestion, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, producer, prey, predator</p>	<p>sunny, damp, names of living things in the habitats and microhabitats studied</p> <p><u>Key vocabulary:</u>          classification, classification keys, environment, human impact, positive, negative, migrate, hibernate, vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, snails, slugs, worms, spiders, insects</p>



Continuous learning throughout Year A and Year B:

Children in KS2 will have opportunities to further their Science understanding through:

- Learning about scientists
- Weekly Forest School sessions have been planned to incorporate Science elements
- Science exploration area in the classroom
- Access to non-fiction Scientific books