Below is an overview of the key concepts and vocabulary taught in science throughout the school. These are revisited and built upon throughout children’s time at Mayespark.

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|  | **Key Concept** | **Explanation** |
| Key Stage  One | comparative | A test that allows you to find similarities and/or differences between objects or materials. |
| fair test | A test that controls one variable when answering a scientific question. Only changing one variable allows the person carrying out the test to know that no other variable is affected. |
| prediction | Making an informed and sensible guess about what you think will happen. |
| Key Stages  Two | classify | To group similar objects, materials or species together based on their characteristics. |
| conclusion | To make a judgement on your experiment based on your results. |
| identify | To know or say what an object or material is. |
| observe | To see/watch and look closely at an object or material and notice changes. |
| systematic | To do something according to a fixed plan or system or in order. |

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|  | **Unit of Work** | **Key Vocabulary** |
| **Key Stage**  **One** | Animals including humans | fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores |
| Everyday materials | wood, plastic, glass, metal, water, rock, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent, brick, paper, fabrics, elastic, foil |
| Seasonal changes | spring, summer, autumn, winter, rainy, snowy, stormy, hot, cold, bitter, sunny, cloudy |
| Living things and their habitats | living/dead/never been alive, habitats, plants, microhabitats, food chain, local environment, shelter |
| Uses of everyday materials | suitability, properties, metal, plastic, glass, tough, smooth, strong, durable, soft |
| Plants | seeds, bulbs, water, light, leaves, soil, stem, transports, healthy |
| Animals including humans | *As above, plus:* food, water, air, healthy/unhealthy, exercise, hygiene |
| **Lower Key**  **Stage Two** | Plants | *As above, plus:* growth, air, light, water, nutrients, soil, transported within plants flowering, pollination, seed formation, seed dispersal |
| Rocks | grains, crystals, fossils, sedimentary, metamorphic, igneous, soils |
| Animals | skeletons, muscles, food groups, healthy/ healthy diet, unhealthy, humans, nutrition |
| Light | dark, reflect, light source, shadows, transparent, opaque |
| Forces and magnets | magnetic force, attract, repel, poles |
| Sound | pitch, vibration, medium, fainter, volume, insulation |
| Electricity | appliance, simple/series electrical circuit, cells, wires, bulbs, switches, buzzers, switch, lamp, conductors, insulators |
| States of Matter | solids, liquids, gases, condensation, evaporation, water cycle, heat, cool, temperature, state, chemical change |
| Living things and their habitats | flowering plants, non-flowering plants, vertebrates, invertebrates animals, groups, amphibians, reptiles, mammals, habitat, classify, categories |
| Animals including humans | mouth, tongue, teeth, oesophagus, stomach, and small/large intestine, anus, digestive system, teeth, food chains, producers, predators, prey, energy |

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| **Upper Key Stage Two** | **Unit of Work** | **Key Vocabulary** |
| Forces | gravity, friction, air resistance, pulleys, levers, gears, mechanisms, movement |
| Earth and space | solar system, rotation, moon, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune, Pluto, dwarf planet, orbit |
| Animals including humans | reproduce, aging, fertilization, ovary, sperm, genetics, embryo, egg |
| Living things and their habitats | classify, similarities, differences, micro-organisms, characteristics, sub-divided |
| Light | reflect, travels, shadows, light source |
| Evolution and inheritance | fossil, offspring, produce, identical, adapted, adaptation, environment, breeds, variation |
| Animals including humans | circulatory system, functions, heart, blood vessels, nutrients, diet, drugs, lifestyle, harmful, health |
| Electricity | *As above, plus:* Voltage, components, brightness/dullness, symbols, diagram |