Suggested KS1 - Scientific Vocabulary

Plan the introduction of new words in a suitable context, for example, with relevant real objects, science apparatus, pictures and/or diagrams. Explain their meanings carefully and rehearse them several times. Referring to new words only once will do little to promote learning. Encourage their use in context in oral sessions, particularly through your questioning. Use of 'Scientist of the Week' will help encourage use of vocabulary. This is not an exhaustive list however, it is a list of many examples.

Year 1	Year 2
Working scientifically: *changes over time, comparing, contrasting, criteria, data/results, describing, equipment, grouping, identify, name, observations, patterns, record, sorting, test, predict.*	**Working scientifically:** *changes over time, comparing, contrasting, criteria, data/results, describing, equipment, grouping, identify, name, observations, patterns, record, sorting, test, predict.*
Plants: *branches, bud, bulb, deciduous tree, evergreen tree, flowers, fruit, garden/flowering plants, leaves, petals, roots, seed, stem, trunk, wild plants, twig* Identify trees:. oak, ash, horse chestnut, sycamore, fruit tree, spruce, pine, conifer, holly, blackberry or hawthorn Local plants/flowers: hops, daffodils, poppies, dandelions, sunflowers, snowdrops, beans, carrots, potatoes tomatoes, strawberries, mint etc.	**Plants (as for Year 1, plus):** *germination, insect pollination, nutrients, pollination, seed dispersal, wind pollination.*
Animals, including humans: *amphibians, arms, birds, body parts, carnivores, ears, elbows, environment, eyes, face, fish, habitat, hair, head, hearing, herbivores, knees, legs, mammals, mouth, neck, omnivores, pets, reptiles, teeth, senses, smell, sound, taste, sight and touch.* **Animals, including humans: for example…** Food fish (cod, trout, tuna) clownfish, shark; fish: goldfish, koi. **Amphibians**: frog, toad, newt. **Birds:** blackbird, robin, starling, sparrow, tit, pigeon, duck, penguin, ostrich, swan, chicken. **Mammals**: Humans, wild animals such as primates, (ape, gorilla, orangutan, chimpanzee) monkey, lion, tiger, elephant, zebra, giraffe etc. **Farm animals**: cow, horse, sheep, goat, donkey. **Pet animals**: cat, dog, hamster, mouse, guinea pig: Woodland animals: badger, fox, deer, squirrel **Carnivores-** meat eaters- tiger, wolf, orca,	**Animals, including humans:** *adult, baby, bacteria, balanced diet, carbohydrates, child, circulation, dairy, exercise, fats, fibre, fitness, food groups, germs, growth, healthy, heart rate, infection, life cycle, minerals, nutrition, protein, teenager, toddler, unhealthy, vitamins.*

owl, eagle, hawk. **Herbivores**-plant eaters- rabbit, zebra, sheep, horse, cow: **Omnivores**-plant and meat eaters- Human, bear, badger, ape. **Body -** head, neck, shoulders, arms, elbows, wrist, fingers, chest, abdomen, legs, thighs, knees, shins, feet, toes.	
Everyday materials: *absorbent/not absorbent, bending, bendy/not bendy, gas, glass, hard/soft, liquid, metal, plastic, property, rock, rough/smooth, shiny/dull, solid, squashing, stretching, stretchy/stiff, twisting, water, waterproof/not waterproof, wood. opaque/see-through.* *Metal, fabric, glass, wood, plastic*	**Uses of everyday materials (as for Year 1, plus):** *characteristics, classification, man-made, natural, properties.*
Seasonal changes: *autumn, dark, day length, days, hours, light, months, moon, movement, shadow, spring, summer, sun, winter*	**Living things and their habitats:** *adaptation, alive, carnivore, characteristics, conditions, consumer, dead, excrete, feed, food chain, grow, habitat, heat, herbivore, life processes, light, living/non-living, micro-habitat, move, ocean, omnivore, pond, producer, rainforest, reproduce, respire, respond to stimuli, seashore, sound, touch, woodland*.