

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.

Reception	Year 1	Year 2
Working scientifically: <i>changes, question, observe, find out, describe, sort, similar, different, name, explore.</i>	Working scientifically: <i>changes, question, observe, find out, compare, sort, group, identify, classify, record, test, describe, time, measure, name, temperature, table, weather chart, properties, explore</i>	Working scientifically: <i>changes, explore Compare, contrast, classify, data/results, describing, equipment, grouping, identify, name, observations, record, sorting, test, predict, fair test, measure, length, height, chart, gathering, properties.</i>
Plants: <i>leaves, petals, soil, roots, stem, flower, bulbs, seeds.</i> Identify trees:. horse chestnut, hawthorn Local plants/flowers: onions, potatoes tomatoes, strawberries, sunflowers,	Plants: <i>branches, bud, bulb, deciduous tree, evergreen tree, flowers, fruit, garden/flowering plants, leaves, petals, roots, seed, stem, trunk, wild plants, twig, blossom,</i> Identify trees:. oak, ash, spruce, silver birch, sycamore, pine, holly, blackberry Local plants/flowers: hops, daffodils, poppies, buttercup, dandelions, snowdrops, beans, mint etc.	Plants (as for Year 1, plus): <i>germination, insect pollination, seed dispersal, shoot, wind pollination, reproduction, nutrition, growth, compare, record, temperature, predict, measure, diagram, changes, height, mature, classify,</i>

<p>Animals, including humans: Babies, growing, facial features – eyes, nose, mouth, ears. Pets, cats, dogs, guinea pigs, hamsters, water, shelter, food, air. Minibeasts, pond, homes, living, wings, eggs, compare, sort.</p> <p>Lifecycle – Butterfly – egg, chrysalis, caterpillar, butterfly</p>	<p>Animals, including humans: Fish, amphibians, reptile, bird, mammal <i>head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, knees, elbows, carnivores, omnivores, herbivores</i> <i>paws, fins, wings, legs, feet, toes, tail, skin, scales, fur, feathers,</i> <i>senses, smell, sound, taste, sight and touch.</i> Grouping and comparing</p> <p>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</p>	<p>Animals, including humans: Offspring, reproduction, growth, respiration basic needs, survival, water, food, air, shelter, exercise, fit, healthy, unhealthy, diet, hygiene, nutrition, life cycle, invertebrates, baby, child, teenager, adult, classifying.</p> <p>Lifecycles – Frogs, eggs, frogspawn, frog let, tadpole</p>
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	<p>owl, eagle, hawk.</p> <p>Herbivores-plant eaters- rabbit, zebra, sheep, horse, cow: Omnivores-plant and meat eaters- Human, bear, badger, ape.</p> <p>Carnivores- meat eaters- lion, wolf, polar bear, cheetah</p> <p>Body - head, neck, shoulders, arms, elbows, wrist, fingers, chest, abdomen, legs, thighs, knees, shins, feet, toes.</p>	
<p>Everyday materials: Wood, plastic, glass paper, fabric, straw, brick Hard, soft, rough, smooth, strong, shiny</p> <p>Changes state of Matter: Float, sink, change, water, ice. Hot, cold, cooling, heating, sun, Melt, freeze, solid</p>	<p>Everyday materials: Wood, plastic, glass, metal, water, rock, brick, paper, card, wool, foil, cotton.</p> <p>absorbent/not absorbent, bending, bendy/not bendy, glass, hard/soft, liquid, property, , rough/smooth, shiny/dull, solid, transparent/not transparent, sticky/not sticky</p> <p>squashing, bending, stretching, stretchy/stiff, twisting, waterproof/not waterproof, <i>opaque/see- through</i>.</p>	<p>Uses of everyday materials (as for Year 1, plus):</p> <p>Words to describe why certain materials are suitable for particular uses. e.g. hard/soft, opaque, transparent, translucent, squash, bend, twist, stretch, absorbent, malleable, suitability (see year 1 vocabulary). characteristics, classification, man- made, natural, properties</p>

<p>Seasonal changes:</p> <p>Spring, summer, autumn, winter Cold, hot, windy, rainy, snowing, icy, freezing. Leaves, trees, branches, colours, sunny, moon, day, night</p>	<p>Seasonal changes:</p> <p>Spring, summer, autumn, winter, day, months, year, <i>dark, light, sun, moon, day length, wind, rain, snow, sun, hail, cloud, cloudy,</i> hot, warm, mild, cold, sleet, thunder, lightening, rainbows, wet, damp, temperature, dry deciduous, evergreen, coniferous (link to plants). Month of the year song.</p>	<p>Living things and their habitats:</p> <p>Living, non-living, dead, never been alive, habitat, micro-habitat, pond, meadow, field, forest school, woodland, sea, sea shore, ocean, rainforest, characteristics, conditions, basic need, food-chain, food sources, life processes, environment, compare, human, grass, cow, (Use pond, forest school and fields in the environment)</p>
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