

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

**Curriculum Intent**

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy and independent learners** who take an active role **together in God's world**.

**Science Intent**

At Nyewood CE Infant School each unique child will see themselves as a scientist; they will ask questions, observe, investigate and record their findings about the world around them.

**EYFS**

Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	<b>Autumn Term</b>		
<b>Understanding the World</b>  <b>The Natural World</b>	<p><b>Children know...</b> How to look at things with care.</p> <p>The world around them is made up of different living things.</p> <p>How to use their 'good listening' ears.</p> <p>How to use kind and caring hands.</p> <p><b>Children can...</b> Explore the natural world around them</p> <p>Talk about the things they see, hear and feel while outside.</p>	<p><b>Children know...</b> How to use their sense to make observations, using good looking and listening skills.</p> <p>What is normal and different weather for where we live in the world.</p> <p>Words to describe the weather we experience.</p> <p><b>Children can...</b> Explore the natural world around them, noticing differences.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p><b>Children know...</b> How to use their sense to look at the world around them (sight/hearing/touch)</p> <p>Different words to describe weather.</p> <p>That a year is separated into days, weeks, months and seasons.</p> <p><b>Children can...</b> Explore the natural world around them talking about similarities and differences between different habitats.</p> <p>Name the 4 seasons and the differences they might bring.</p>
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	<b>Spring Term</b>		
<b>Understanding the World</b>  <b>The Natural World</b>	<p><b>Children know...</b> That different parts of the world (both in this country and in different countries) might look different.</p> <p>About different habitats, such as beaches, woodlands, cities and Arctic / Antarctic places.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b> How the weather effects our world.</p> <p>When things are cold they freeze, when hot we need to take precautions to looks after all living things.</p> <p>How to use ALL of their senses to explore the world around us.</p>	<p><b>Children know...</b> That books can hold information about the Natural world.</p> <p>A range of different animal names from this country and others.</p> <p><b>Children can...</b></p>

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

	Recognise some environments that are different to the one in which they live	How to use scientific tools such as magnifying glasses.  How to put meanings to the marks they make, and how to take care to create careful drawings.  Books can give you information about the Natural World.  <b>Children can...</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.  Talk about the natural world, including the seasons and changing states of matter	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, including pets.  Name the seasons and describe seasonal changes.  Observe and describe the types of weather associated with the four different seasons
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
	<b>Summer Term</b>		
<b>Understanding the World</b>  <b>The Natural World</b>	<b>Children know...</b> That books carry meanings, and that this meaning can be facts.  How to use good looking and listening skills. Including using magnifying glasses.  <b>Children can...</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.  Explore books to find out information.	<b>Children know...</b> That different animals live in different parts of the world.  Different parts of the world look and feel different, due to the weather.  That you find information in books about the Natural world.  <b>Children can...</b> Talk about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	<b>Children know...</b> A variety of different animal names and species.  That different living things eat different things.  <b>Children can...</b> Describe and compare the observable features of animals from a range of groups  Identify what different animals eat
<b>Key Vocabulary</b>	Natural world, home, abroad, smell, touch, sight, hot, cold, wet, dry, freezing, snow, habitats, sunny, warm, autumn, winter, spring, summer, listen, hear, sound, animals, animal names, baby animal names, grow, growth, plant, seed, tree, flower, on land, in water, jungle, desert, north/south pole, information, book, computer, fur, stripes, spots, pattern, walk, jump, run, grow, large, big, huge, small, tiny, little, shoot, leaf, petal, root, flower, branch, bark, growing, living things,		

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

Year 1			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
<b>OVERARCHING THROUGHOUT THE YEAR</b>			
<b>Working Scientifically</b>	<p><b>Asking Questions</b> Explore the world around them and raise their own simple questions Ask people questions and use simple secondary sources to find answers</p> <p><b>Observing Closely</b> Find out by watching, listening, tasting, smelling and touching Observe closely using simple equipment With help, observe changes over time</p> <p><b>Performing Tests</b> Begin to recognise different ways in which they might answer scientific questions Experience different types of science enquiries, including practical activities Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data</p> <p><b>Identifying and classifying</b> Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them With guidance, they should begin to notice patterns and relationships</p> <p><b>Recording Findings</b> With help, record and communicate their findings in a range of ways and begin to use simple scientific language</p>	<p><b>Asking Questions</b> Ask simple questions when prompted Suggest ways of answering a question</p> <p><b>Observing Closely</b> Discuss what they can see, touch, smell, hear or taste Use simple equipment to help them make observations</p> <p><b>Performing Tests</b> Perform a simple test Describe/ explain what they have done</p> <p><b>Identifying and Classifying</b> Identify and classify things they observe Think of some questions to ask Answer some scientific questions Give a simple reason for their answer Explain what they have found out</p> <p><b>Recording Findings</b> Show their work using pictures, labels and captions Record their findings using standard units Record some information in a chart or table, or using ICT</p>	<p><b>Asking Questions</b> Ask simple questions Recognise that questions can be answered in different ways</p> <p><b>Observing Closely</b> Find out by watching, listening, tasting, smelling and touching</p> <p><b>Performing Tests</b> Give reasons for their answers</p> <p><b>Identifying and Classifying</b> Discuss similarities and differences Explain what they have found out using scientific vocabulary?</p> <p><b>Recording Findings</b> Make accurate measurements using nonstandard measurements i.e. unifix</p>

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

Autumn Term			
<b>Seasonal changes</b>	<p><b>Children know...</b> That the weather can be different on different days and in different places.</p> <p>How to dress for different types of weather.</p> <p>How to use their senses to make observations about what they see around them.</p> <p><b>Children can...</b> Name some of the seasons.</p> <p>Observe and describe the current weather.</p> <p>Demonstrate some understanding of how the weather changes with the seasons</p>	<p><b>Children know...</b> That the weather changes depending on what time of year it is.</p> <p>The names of the 4 seasons, and when these seasons fall in a year.</p> <p>That a day has 24 hrs in it, and that some of the day is daytime and some is night time.</p> <p><b>Children can...</b> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Children know...</b> The season names, and when they fall in a year.</p> <p>How to use descriptive language to explain what they are seeing.</p> <p>That different parts of the world have different weather.</p> <p><b>Children can...</b> Observe features in the environment and explain that these are related to a specific season</p> <p>Observe and talk about changes in the weather</p> <p>Talk about weather variation in different parts of the world</p>
<b>Everyday Materials</b>	<p><b>Children know...</b> That objects are made of different materials.</p> <p>How to use describing words to talk about what they see.</p> <p>How to use their senses to help make observations.</p> <p><b>Children can...</b> Name some materials</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for.</p>	<p><b>Children know...</b> Materials can be changed to make different objects.</p> <p>How to use all of their sense to make observations, including making comparisons.</p> <p>How to group objects and can explain why they have done something.</p> <p><b>Children can...</b> 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><b>Children know...</b> That materials can be changed by different things such as heat (both hot or cold)</p> <p>How to explain differences and similarities by comparing and using words such as 'because'.</p> <p><b>Children can...</b> Describe things that are similar and different between materials</p> <p>Explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate</p> <p>Explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate</p>

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Spring Term			
<p style="text-align: center;"><b>Seasonal changes</b></p>	<p><b>Children know...</b> That the weather can be different on different days and in different places.</p> <p>How to dress for different types of weather.</p> <p>How to use their senses to make observations about what they see around them.</p> <p><b>Children can...</b> Name some of the seasons.</p> <p>Observe and describe the current weather.</p> <p>Demonstrate some understanding of how the weather changes with the seasons</p>	<p><b>Children know...</b> That the weather changes depending on what time of year it is.</p> <p>The names of the 4 seasons, and when these seasons fall in a year.</p> <p>That a day has 24 hrs in it, and that some of the day is daytime and some is night time.</p> <p><b>Children can...</b> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Children know...</b> The season names, and when they fall in a year.</p> <p>How to use descriptive language to explain what they are seeing.</p> <p>That different parts of the world have different weather.</p> <p><b>Children can...</b> Observe features in the environment and explain that these are related to a specific season</p> <p>Observe and talk about changes in the weather</p> <p>Talk about weather variation in different parts of the world</p>
<p style="text-align: center;"><b>Animals, including humans</b></p>	<p><b>Children know...</b> That there are different types of animals (for example, wild or pet animals).</p> <p>How to use good looking skills to help make observations.</p> <p>That living things need to eat to survive.</p> <p>A human body is made up of different parts.</p> <p><b>Children can...</b> Name and identify some familiar animals.</p> <p>Describe some observable features of familiar animals noticing some similarities and differences.</p>	<p><b>Children know...</b> That there are different living things in our world.</p> <p>How to look carefully at things, using all of their sense.</p> <p>How and where to look up information about the living things in our world.</p> <p><b>Children can...</b> 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><b>Children know...</b> Animals have different needs, body parts and skills.</p> <p>How to make observations and talk about similarities and differences.</p> <p>How to ask questions to help them differentiate different living organisms.</p> <p><b>Children can...</b> Begin to classify animals according to a number of given criteria</p> <p>Point out differences between living and non-living things</p> <p>Name some parts of the human body that cannot be seen</p> <p>Say why certain animals have certain characteristics</p>

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

	<p>Identify what some familiar animals eat.</p> <p>Name and locate some parts of the body.</p> <p>Name some of the different senses and begin to relate them to parts of the body</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>Name a range of wild animals</p>
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
<b>Summer Term</b>			
<b>Seasonal changes</b>	<p><b>Children know...</b> That the weather can be different on different days and in different places.</p> <p>How to dress for different types of weather.</p> <p>How to use their senses to make observations about what they see around them.</p> <p><b>Children can...</b> Name some of the seasons.</p> <p>Observe and describe the current weather.</p> <p>Demonstrate some understanding of how the weather changes with the seasons</p>	<p><b>Children know...</b> That the weather changes depending on what time of year it is.</p> <p>The names of the 4 seasons, and when these seasons fall in a year.</p> <p>That a day has 24 hrs in it, and that some of the day is daytime and some is night time.</p> <p><b>Children can...</b> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Children know...</b> The season names, and when they fall in a year.</p> <p>How to use descriptive language to explain what they are seeing.</p> <p>That different parts of the world have different weather.</p> <p><b>Children can...</b> Observe features in the environment and explain that these are related to a specific season</p> <p>Observe and talk about changes in the weather</p> <p>Talk about weather variation in different parts of the world</p>
<b>Plants</b>	<p><b>Children know...</b> That there are different types of plants.</p> <p>Plants/trees are living things that are made up of different parts.</p> <p><b>Children can...</b> Identify and name some familiar plants.</p>	<p><b>Children know...</b> Some names of plants, and understand that there are different types of plants/flowers/trees.</p> <p>How to look carefully at plants to see similarities and differences.</p> <p>How to use scientific equipment such as magnifying glasses.</p> <p>How to describe what they are looking at.</p>	<p><b>Children know...</b> The names of the different parts of a plant and understands that each part has a job to play.</p> <p><b>Children can...</b> Begin to describe what each part of a plant does (e.g. roots, stem, leaves, petals, pollen) on a range of plants</p>

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

	<p>Begin to Identify and name the main parts of a plant.</p>	<p>How to draw and record what they see.</p> <p><b>Children can...</b>          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>Draw diagrams showing the parts of different plants including trees.</p> <p>Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p>	
<p><b>Key Vocabulary</b></p>	<p><b>PLANTS</b> - Leaf, flower, roots, Evergreen, deciduous, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem, buds  <b>SEASONAL CHANGES</b> - rain sun snow wind cloud hot cold day, night, Season, spring, summer, autumn, winter, weather, warm, cool, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark  <b>ANIMALS INCLUDING HUMANS</b> - head, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet  <b>MATERIALS</b> - wood, plastic, glass, metal, water, and rock, brick, paper, fabrics, elastic, foil, hard/soft, stretchy/stiff, shiny/dull, Rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent  <b>WORKING SCIENTIFICALLY</b> - Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker</p>		

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

Year 2			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
OVERARCHING THROUGHOUT THE YEAR			
<b>Working Scientifically</b>	<p><b>Asking Questions</b> Ask simple questions Recognise that questions can be answered in different ways</p> <p><b>Observing Closely</b> Find out by watching, listening, tasting, smelling and touching</p> <p><b>Performing Tests</b> Give reasons for their answers</p> <p><b>Identifying and Classifying</b> Discuss similarities and differences Explain what they have found out using scientific vocabulary?</p> <p><b>Recording Findings</b> Make accurate measurements using nonstandard measurements i.e. unifix</p>	<p><b>Asking Questions</b> Explore the world around them and raise their own simple questions</p> <p><b>Observing Closely</b> Use - sight, touch, smell, hearing or taste to help answer questions Use some scientific words to describe what they have seen and measured Compare several things</p> <p><b>Performing Tests</b> Carry out a simple fair test Explain why it might not be fair to compare two things Say whether things happened as they expected Suggest how to find things out Use prompts to find things out</p> <p><b>Identifying and Classifying</b> Organise things into groups Find simple patterns (or associations) Identify animals and plants by a specific criteria, e.g. lay eggs or not; have feathers or not</p> <p><b>Recording Findings</b> Use text, diagrams, pictures, charts, tables to record their observations Measure using simple equipment</p>	<p><b>Asking Questions</b> Raise their own relevant questions about the world around them Participate in a range of scientific experiences including different types of science enquiries to answer questions Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions</p> <p><b>Observing Closely</b> Suggest ways of finding out through listening, hearing, smelling, touching and tasting</p> <p><b>Performing Tests</b> Say whether things happened as they expected and if not why not</p> <p><b>Identifying and Classifying</b> Suggest more than one way of grouping animals and plants and explain their reason</p> <p><b>Recording Findings</b> Use information from books and online information to find things out</p>
Autumn Term			
<b>Uses of Everyday Materials</b>	<p><b>Children know...</b> How to use their sense especially sight and touch to explore different materials.  What things get hot/cold.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b> The names of different types of materials.  That different objects can be made up of different materials, and that those materials don't always look the same.</p> <p>How to manipulate different objects.</p>	<p><b>Children know...</b> Names of a range of different materials.  Different ways of grouping objects.  About the natural world and the man made world.</p>



**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

	<p>Describe things that are similar and different between materials</p> <p>Explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate</p> <p>Explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate</p>	<p><b>Children can...</b>  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>Children can...</b>  Describe the properties of different materials using words like, transparent or opaque, flexible, etc.</p> <p>Sort materials into groups and say why they have sorted them in that way</p> <p>Say which materials are natural and which are manufactured</p>
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
<b>Spring Term</b>			
<b>Animals Including Humans</b>	<p><b>Children know...</b>  That there are wild animals, farm animals and pets.</p> <p>Names of some animals</p> <p>Where to look to find out information.</p> <p><b>Children can...</b>  Name and identify some familiar animals.</p> <p>Describe some observable features of familiar animals noticing some similarities and differences.</p> <p>Identify what some familiar animals eat.</p> <p>Name and locate some parts of the body.</p> <p>Name some of the different senses and begin to relate them to parts of the body.</p>	<p><b>Children know...</b>  Some animal names.</p> <p>Some parts of both animal and human bodies by their correct scientific name.</p> <p>That they can look in books and on computers to find out information.</p> <p>That to stay healthy we have to do a number of things, for example healthy diet, exercise and sleep.</p> <p><b>Children can...</b>  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>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Children know...</b>  Names of different animals both the adult and they baby.</p> <p>That around the world different animals live in different places.</p> <p>How to find out information.</p> <p><b>Children can...</b>  Explain that some baby animals are born live or in eggs.</p> <p>Explain that the needs of a baby animal might be different to those of an adult.</p>

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

<p><b>Living things and their habitats</b></p>	<p><b>Children know...</b>  The names of some living animals.</p> <p>That around the world different countries look different.</p> <p>That animals including humans need things to survive, such as food/water/shelter.</p> <p>All living things grow and change and die.</p> <p><b>Children can...</b>  Identify things that are living and dead.</p> <p>Match certain living things to the habitats they are found in.</p> <p>Describe some key things that a habitat can provide e.g. shelter.</p> <p>Understand that living things go through a life process/life cycle.</p> <p>Read and understand a simple food chain.</p>	<p><b>Children know...</b>  That living things can die/decay.</p> <p>Where to look to find out information.</p> <p>How to use scientific equipment.</p> <p><b>Children can...</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 micro-habitats</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>	<p><b>Children know...</b>  Understand that different habitats have different features.</p> <p>Different animals names and their features.</p> <p><b>Children can...</b>  Name some characteristics of an animal that help it to live in a particular habitat.</p> <p>Describe what animals need to survive and link this to their habitats.</p>
<p><b>Knowledge and Skills Area</b></p>	<p><b>Emerging Towards</b> Expectations</p>	<p><b>Working At</b> Expectations</p>	<p><b>Exceeding</b> Expectations</p>
<p style="text-align: center;"><b>Summer Term</b></p>			
<p><b>Plants</b></p>	<p><b>Children know...</b>  The names of different parts of a plant.</p> <p>That different parts of a plant have different roles.</p> <p>How to use their senses to look carefully at things.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b>  That plants need things to thrive.</p> <p>How to use all of their senses to make observations.</p> <p>How to use some scientific equipment, such as magnifying glasses.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b>  The names of some common plants and what they need to survive.</p> <p>The names of different parts of plants.</p> <p><b>Children can...</b>  Describe what plants need to survive and link it to where they are found</p> <p>Explain that plants grow and reproduce in different ways</p>

**Nyewood CE Infant School**  
**Science Progression in Knowledge and Skills**

	<p>Begin to describe what each part of a plant does (e.g. roots, stem, leaves, petals, pollen) on a range of plants</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><b>Key Vocabulary</b></p>	<p><b>PLANTS</b> - seeds, bulbs, water, light, growth, healthy, shoot, seedling  <b>LIVING THINGS</b> - Suited suitable habitat micro-habitat food chain shelter feature leaf litter  <b>ANIMALS</b> - Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low  offspring, life cycles, basic needs air, survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene allergy vitamins portion balanced active perspire germs grow, change, adults, water, food  Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate  <b>MATERIALS</b>- transparent or opaque, flexible, natural, manufactured Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze  <b>WORKING SCIENTIFICALLY</b> - observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data (PLUS YEAR 1 WORDS)</p>		