

Year 2 Science Progression

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Plants			
Observe and describe how seeds and bulbs grow into mature plants	Identify that seeds and bulbs grow into mature plants.	Describe stages of development of a full grown plant.	Compare and contrast the growth patterns of different types of plants.
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Find out one thing that plants need to grow and stay healthy.	Explore and identify what plants need to thrive.	Identify the effects of a shortage of each of the things that plants need to grow and stay healthy
Living Things			
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	Identify that a habitat supplies living things with what they need.	Explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there.	Explain why there may be a limit as to how many of a certain living thing can live in a particular area.
Identify and name a variety of plants and animals in their habitats, including micro-habitats	Identify a limited range of living things in their habitats.	Identify a range of living things in habitats of various sizes.	Identify a range of living things and suggest why they may be found in that habitat.
Explore and compare the differences between things that are living, dead, and things that have never been alive			

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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	Identify that a habitat supplies living things with what they need.	Explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there.	<i>Explain why there may be a limit as to how many of a certain living thing can live in a particular area.</i>
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Animals including humans

Notice that animals, including humans, have offspring which grow into adults	Recognise that all animals, including humans, have offspring.	Describe the relationship between adult animals and their offspring.	Compare and contrast adults and their offspring for different animals.
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Identify the basic needs of animals, including humans, for survival (water, food and air).	Identify human's basic needs.	Suggest how the basic needs of different animals influences their choice of habitat.
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Recognise the importance to humans of exercise, diet and hygiene.	Describe the importance of a healthy diet and exercise.	Suggest effects of poor diet and hygiene

Materials

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Identify that the shape of some objects can be changed.	Identify that the shape of some objects can be changed.	Identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses.
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Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Select and justify a material for a particular use.	For particular materials in particular uses, identify limitations as well as suitability.
Working Scientifically			
2.1.a.1 Ask simple questions (^)	Pupil can, with prompting, ask simple questions that can be tested.	Pupil can ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other.	Pupil can, with support, develop relevant, testable questions.
2.1.b.1 Recognise that questions can be answered in different ways (^)	Pupil can offer way of gathering evidence to answer a question.	Pupil can suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes.	Pupil can plan enquiry, such as a comparative or fair test.
"2.2.a.1 Observe closely, using simple equipment LINK 3.2.a.1"	an examine objects closely, e.g. pebbles.	Pupil can examine carefully, e.g. using a hand lens.	Pupil can observe carefully and suggest useful measurements, e.g. examine a leaf and suggest measuring its length.
"2.2.a.2 Perform simple tests LINK 3.2.a.1"	Pupil can, with support, conduct simple tests.	Pupil can conduct simple tests, e.g. setting up comparative tests to show that plants need water and light.	Pupil can conduct a series of simple tests.
2.3.a.1 Record and communicate their findings in a range of ways and begin to use simple scientific language	Pupil can, with prompting, identify what might usefully be recorded.	Pupil can, with assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb.	Pupil can, with prompting, draw and label diagrams.
2.4.a.1 Identify and classify	Pupil can identify key findings from an enquiry.	Pupil can identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms.	Pupil can, with prompting, suggest what an enquiry shows.
2.5.a.1: Gather and record data to help answer questions (+)	Pupil can collect data.	Pupil can collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.	Pupil can recognise patterns that relate to scientific ideas, when prompted.

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2.5.b.1 Use their observations and ideas to suggest answers to questions	Pupil can suggest answers to enquiry questions using data.	Pupil can answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications.	Pupil can, with support, use evidence to produce simple conclusion.
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