



## Science Progression in Year 2: by curriculum objective

### Living things and their habitats

**Explore and compare the differences between things that are living, dead, and things that have never been alive**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Know the characteristics that a thing must have to be alive or dead	Explore and compare differences between living, dead, and never alive things	Categorise things according with whether they are living, dead, or have never been alive	

**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**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Considers their immediate environment and how living things are suited to it	Identify that most living things live in a range of habitats to which they are suited	Can describe and compare a range of habitats, familiar and unfamiliar to them	
Can describe the basic needs of living things	Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Considers why living things will not thrive outside of their natural habitat and describes why conditions in their natural habitat are suited to them	

**Identify and name a variety of plants and animals in their habitats, including microhabitats**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Can identify and name a variety of plants familiar to their own habitat	Identify and name a variety of plants in their habitats	Describe why a plant is suited to its habitat and compare it to a plant in another habitat	



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Can identify and name a variety of animals familiar to their own habitat and microhabitats	Identify and name a variety of animals in their habitats, including microhabitats (e.g. under logs, leaf litter)	Describe why an animal is suited to its habitat or microhabitat and compare it to an animal in another habitat	
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**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.**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Knows that some animals are predators and some are prey	Use a simple food chain to describe how animals obtain their food from plants and other animals	Describes in greater depth the relationship between animals, their food, and their habitat	
Can explain that animals must source their own food from their environment	Identify and name different sources of food		



## Science Progression in Year 2: by curriculum objective

### Plants

#### Observe and describe how seeds and bulbs grow into mature plants

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Observes the growing stages of plants from seed or bulb to mature plant	Observe and describes how seeds and bulbs grow into mature plants	Begins to explore and describe the process of reproduction in plants	

#### Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Knows that most plants have requirements to grow healthily	Investigate what plants need to grow and stay healthy	Compares plants growing in different conditions and describes why they are or are not healthy e.g. plants growing without light vs plants growing with light	
Knows that seeds and bulbs only need water to grow as they have food inside them	Describe the requirements of plants for germination, growth and survival		



## Science Progression in Year 2: by curriculum objective

### Animals, including humans

**Notice that animals, including humans, have offspring which grow into adults**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Recognises growth in humans and animals, and talks about some differences	Notices and discusses how animals and humans grow, e.g. a chicken's growth cycle of egg, chick, chicken, or a human's growth cycle of baby, toddler, child, teenager, adult	Compares the similarities and differences between adults and animals at different growth stages	

**Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Knows that an animal or human will not live if their basic survival needs are not met	Can describe the basic survival needs of animals and humans (water, food, and air)	Can describe some additional needs that help with survival and comfort e.g. shelter	

**Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Can talk about and recognise exercise and a healthy/unhealthy diet has an effect on the body	Can describe the importance of and reasons for humans to exercise and have a balanced diet	Categorises food according with their food groups, and explains the balance of what we should eat from each food group	
Can talk about and recognise good hygiene has an effect the human body	Can describe the importance of a human maintaining good hygiene and how they can do so	Describes and explains why a human should maintain their personal hygiene	



## Science Progression in Year 2: by curriculum objective

### Uses of everyday materials

**Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Can identify and compare a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard	With a particular use in mind, can identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard	Can think about and describe unusual and/or creative ways of using everyday materials	
Can list the properties of a wider range of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard	Explores materials that are suitable for a range of objects (e.g. wood makes matches, floors, chairs), and objects that can be made from a range of materials (e.g. a spoon can be plastic, wood, metal)	Can compare and contrast objects and materials that are a not suitable match (e.g. a metal match, a glass spoon).	

**Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching**

<b>Working Towards – 1</b>	<b>Working At – 2 (Fundamental knowledge)</b>	<b>Exceeding – 3</b>	<b>Topic ideas</b>
Can describe the properties of solid objects made from common materials and thinks about how those properties may change	Finds out and describes how shapes made of different materials can change by squashing, bending, twisting and stretching	Categorises materials on whether or not their shape can be changed by squashing, bending, twisting and stretching, and describes how their shape changes	