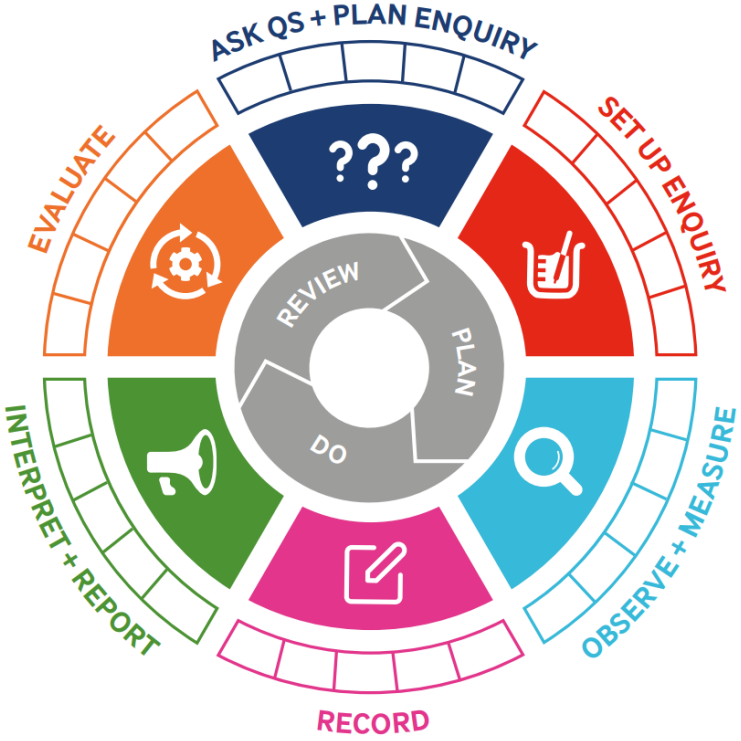
Science progression for Year 2 at Probus Primary School

Green-Key Stage One Blue-Year 2

National Curriculum objectives: In this unit, children will be taught to:

Working Scientifically:



Plants

- P1 observe and describe how seeds and bulbs grow into mature plants
- P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals including Humans

- AH1 notice that animals, including humans, have offspring which grow into adults including lifecycles for tadpoles, caterpillars etc
- AH2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- AH3 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of Everyday Materials

- EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Living Things and their Habitats

- LH1 explore and compare the differences between things that are living, dead, and things that have never been alive and relate to manmade or natural
- LH2 identify that most living things live in habitats to which they are suited
- LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats
- LH5 describe how animals obtain their food from plants and other animals
- LH6 understand a simple food chain, and identify and name different sources of food.

Pupils will be taught to use the following practical scientific methods, processes and skills:

WS1 asking simple questions and recognising that they can be answered in different ways

Ask questions about how and why things change
Ask questions about how and why things are similar or different
Ask questions about how things are and the way they work
Ask questions to find out what people do and how things work
Ask questions about why and how things are linked

WS2 observing closely, using simple equipment (hand lenses/egg timers) and measurement

Use non-standard units and simple equipment to record changes
Sequence the changes

WS3 performing simple tests

Use non-standard units and simple equipment to record data
Suggest ways in which a test can be carried out
Suggest ways in which to record tests
Understand why a test should be fair

WS4 identifying and classifying

Decide what to observe to identify or sort things
Sort objects by observable and behavioural features

WS5 using their observations and ideas to suggest answers to questions

Use my records to help sort or identify other things
Talk about whether the information source was useful

WS6 gathering, recording and communicating data and findings to help in answering questions.

Use simple books and electronic media to find things out
Begin to use scientific language to talk about what you have found out
Record in words or pictures or in simple prepared formats such as tables and / or charts
Record in words or pictures or in simple prepared formats such as tables, tally charts and maps

WS7 use scientific language and read and spell age-appropriate scientific vocabulary

Begin to use scientific language to talk about how things are similar or different
Use vocabulary related to the topic

WS8 begin to notice patterns and relationships.

Use non-standard units and simple equipment to record events that might be related
Begin to use scientific language to talk about patterns
Talk about whether the pattern was as expected