

Science Progression Map – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Topic	Paddington	Lila and the secret of the rain.	Dragon machine	Little Evie in the Wild wood	tbc	Robin Hood
Learning Objective (from DC Pro)	<u>Working Scientifically</u>					
	1. I can use appropriate scientific language to communicate my ideas, what I have done and what I found out 2. I can notice similarities, differences and patterns 3. I can gather and record data to help answer questions 4. I can use my observations and ideas to suggest answers to questions 5. I can perform simple comparative tests					
	Animals incl Humans 1. Describe the basic needs of animals, including humans, for survival (water, food and air) 2. I can match adult animals (including humans) to their offspring. Living Things and their habitats (Peru/Polar) 2. I can accurately describe a habitat and micro-habitat using evidence from my research 3. I can describe how animals and plants depend on each	Animals incl Humans 3. I can recognise why hygiene is important and what I must do to be hygienic 4. I can describe what should be included in a human's balanced diet 5. I can describe the importance of exercise for humans Living Things and their habitats (Africa) 2. I can accurately describe a habitat and micro-habitat using evidence from my research 3. I can describe how	Materials 1. I can squash, bend, twist and stretch certain objects and describe how the material makes the shape change 2. I can recognise that certain objects can be made using different materials 3. I can recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors 4. I can identify the suitability of everyday materials for particular	Living Things and their habitats (Forest) 1. I can create a simple food chain for habitats in my local environment 2. I can accurately describe a habitat and micro-habitat using evidence from my research 3. I can describe how animals and plants depend on each other in their habitat 4. I can describe how certain animals are suited to their habitats 5. I can identify that most living things live in	Plants 1. I can observe how plants grow under different conditions such as without light 2. I can identify what plants need to stay healthy 3. I can identify what a seed needs to germinate 4. I can identify what plants need to grow 5. I can describe how seeds and bulbs grow into plants	Materials 1. I can squash, bend, twist and stretch certain objects and describe how the material makes the shape change 2. I can recognise that certain objects can be made using different materials 3. I can recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors 4. I can identify the suitability of everyday materials for particular

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	<p>other in their habitat 4. I can describe how certain animals are suited to their habitats</p>	<p>animals and plants depend on each other in their habitat 4. I can describe how certain animals are suited to their habitats</p>	<p>uses</p>	<p>habitats to which they are suited 6. I can compare the differences between things that are living, dead and things that have never been alive</p>		<p>uses</p>
Skills	<p>Ask questions about the world around us. Use observations and ideas to suggest answers to questions. Identify and classify. Observe and identify, compare and describe. Use simple features to</p>	<p>To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Record simple data. Can show my results in a table that my teacher has provided.</p>	<p>- Ask questions about the world around us. - Recognise that questions can be answered in different ways (different types of enquiry including - grouping and classifying, carrying out simple</p>	<p>-Ask questions about the world around us. Ask questions about the world around us. Use observations and ideas to suggest answers to questions. Identify and classify. Observe and identify, compare and</p>	<p>- Recognise that questions can be answered in different ways (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple</p>	<p>- Recognise that questions can be answered in different ways (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple</p>

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	<p>compare living things and, with help, decide how to sort and group them. Use simple secondary sources to find answers. Use comparative language –bigger, faster etc</p>	<p>Ask questions about the world around us. Use observations and ideas to suggest answers to questions. Identify and classify. Use simple features to compare living things and, with help, decide how to sort and group them. Can find information to help me from books and computers with help.</p>	<p>comparative tests, finding things out from secondary sources). - Observe closely, using simple equipment. - Use observations and ideas to suggest answers to questions. - Perform simple tests. - To discuss my ideas about how to find things out. - To say what happened in my investigation. - Record and communicate their findings in a range of ways. - Can show my results in a table that my teacher has provided. - Can talk about how science helps us in our daily lives eg. torches and lights help us see when it is dark.</p>	<p>describe. Use simple features to compare living things and, with help, decide how to sort and group them. Use simple secondary sources to find answers. Use comparative language –bigger, faster etc</p>	<p>comparative tests, finding things out from secondary sources). - Use observations and ideas to suggest answers to questions. - Observe closely, using simple equipment. - To say what I am looking for and what I am measuring. - To know how to use simple equipment safely. - To observe changes over time and, with guidance, begin to notice patterns and relationships. - Talk about what they have found out and how they found it out. - To say what happened in my investigation. - To say whether I was surprised at the results or not. - To say what I would change about my investigation. - Use simple scientific language and some science words. - Use comparative language –bigger, faster etc - Am beginning to understand science can sometimes be dangerous.</p>	<p>comparative tests, finding things out from secondary sources). - To say what I am looking for and what I am measuring. - Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers) - Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C - Talk about what they have found out and how they found it out. - To say what happened in my investigation. - To say whether I was surprised at the results or not. - To say what I would change about my investigation. - Use simple scientific language and some science words. - Use comparative language –bigger, faster etc - Am beginning to understand science can sometimes be dangerous.</p>
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Sticky Knowledge	<p>Explain what an organism is. Explain what a habitat is. Name 3 features of a polar habitat. Name 3 features of a rainforest habitat. Name 5 organisms that are suited to a rainforest habitat. Explain how they are suited to a rainforest habitat. Name 5 organisms that are suited to a polar habitat. Explain how they are suited to a polar habitat. An animal's basic needs are food, air, water and shelter. All living things reproduce. An animal's young are dependent on their parents for most of their needs. Some animals give birth to live offspring that look like them Some animals lay eggs which hatch into live young. Not all offspring look like their parents. Know the stages in the lifecycle of a frog. Know the stages of human growth.</p>	<p>Explain what an organism is. Explain what a habitat is. Name 3 features of a Savannah/ desert habitat. Name 5 organisms that are suited to a Savannah/ desert habitat. Explain how they are suited to a Savannah/ desert habitat. -To grow into a healthy adult we need a balanced diet and exercise. -A balanced diet means eating the right proportions of carbohydrates, dairy, protein, fruit and vegetables and oils. - There are no bad foods but foods that are high in fat or sugar should be limited. - We can stop illness and infections spreading by being hygienic and being clean. - To know that your heart beats faster when you exercise to pump enough blood to all your muscles.</p>	<p>Name 3 properties of each material. Describe a use for each material and explain how its properties make it suitable for that purpose. Explain how you can change the shape of a material. Identify materials in everyday objects – scissors are metal and plastic. Explain why objects might need to be made of more than one material.</p>	<p>Name 3 features of a forest habitat. Name 5 organisms that are suited to a forest habitat. Explain how they are suited to a forest habitat. Explain what a microhabitat is. Name 5 microhabitats in a forest. Identify an organism that lives in each microhabitat.</p>	<p>Know the 3 basic needs of plants – sun, water, correct temperature. - Plants make their own nutrition from sunlight. - Seeds need water to germinate. -Shoots grow towards the sun. - Name the 4 main parts of a plant – roots, petals (flower), stem and leaves. - Describe the basic lifecycle of a plant.</p>	<p>Name 3 properties of each material. Describe a use for each material and explain how its properties make it suitable for that purpose. Explain how you can change the shape of a material. Identify materials in everyday objects – scissors are metal and plastic. Explain why objects might need to be made of more than one material.</p>
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Vocabulary	<p>Rainforest Arctic Antarctic Habitat Microhabitat Organism dependence Basic needs Air Water Food Shelter Characteristics Spectacled Bear, toucan, anaconda, alligator.</p>	<p>Savannah, Dry, Arid Hot, Habitat Microhabitat, Organism, dependence, Basic needs, Air Water, Food, Shelter Characteristics, lion, elephant, rhino, giraffe, zebra, crocodile, secretary bird.</p> <p>Dehydrate, Diet Disease, Energy Exercise, Germs Heart rate, Hygiene Nutrition, Pulse, Dairy, carbohydrates, proteins, fruit, vegetables, oils.</p>	<p>materials, suitability, Properties, hard, stiff, strong, opaque, waterproof, transparent, smooth, rough, flexible, lightweight, hard- wearing, fragile, warm, absorbent. Wood, glass, plastic, metal, paper, cardboard, fabric, rubber. Squash, bend, twist, stretch.</p>	<p>Forest, Arctic Antarctic, Habitat Microhabitat, Organism dependence Basic needs, Air Water, Food Shelter Characteristics, Squirrel, fox, badger, hedgehog, Tawny Owl, wolf.</p>	<p>germination, sprout, shoot, seed dispersal, wind dispersal, animal dispersal, roots, leaves, flowers, fruit, seed, bean, stem, bulb, sunlight, water, nutrition, temperature,</p>	<p>materials, suitability, Properties, hard, stiff, strong, opaque, waterproof, transparent, smooth, rough, flexible, lightweight, hard- wearing, fragile, warm, absorbent. Wood, glass, plastic, metal, paper, cardboard, fabric, rubber. Squash, bend, twist, stretch.</p>
	<p>Human Adult Child baby Offspring Young Bear Cub Rabbit Kit Penguin Chick Fox Leopard Seal Pup</p>					