












Castercliff Primary Academy – Year 2 Science Progression.

Curriculum Year	Materials: Waterproof	Materials: Rockets	Plants: Compare Growth	Living Things: Habitats	Living Things: Nature Spotters	Animals Including Humans: Handspans
Key Skill	Asking and Answering Questions	Comparative and Fair Testing 	Pattern Seeking 	Observing Over Time 	Identify and Classifying 	Research Using Secondary Resources 
Applied Skills						
Knowledge	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> 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 and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. 	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Castercliff Primary Academy – Year 2 Science Progression.

				food chain, and identify and name different sources of food.		
Sticky Knowledge 'Evidencing'	<ul style="list-style-type: none"> • Can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use • Whilst changing the shape of an object can describe the action used • materials that can be changed in shape and stiff and/or rigid for those that cannot • Can recognise that a material may come in different forms which have different properties • Can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat? 	<ul style="list-style-type: none"> • Can sort materials using a range of properties • Can explain using the key properties why a material is suitable or not • Can begin to choose an appropriate method for testing a material for a particular property • Can use the words flexible and/or stretchy to describe • Can label a picture or diagram of an object made from different materials • For a given object can identify what properties a suitable material needs to have 	<ul style="list-style-type: none"> • Can describe how plants that they have grown from seeds and bulbs have developed over time • Can identify plants that grew well in different conditions • Can spot similarities and difference between bulbs and seeds • Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants 	<ul style="list-style-type: none"> • Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied • Can talk about how the features of these animals and plants make them suitable to the habitat • Can sort into living, dead and never lived • Can give key features that mean the animal or plant is suited to its micro-habitat • Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty • Can talk about what the animals eat in a habitat and how the plants provide shelter for them 	<ul style="list-style-type: none"> • Can find a range of items outside that are living, dead and never lived • Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction • Using a food chain can explain what animals eat • Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction 	<ul style="list-style-type: none"> • Can describe how animals, including humans, have offspring which grow into adults, using the appropriate names for the stages • Can state the basic needs of animals, including humans, for survival • Can state the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Can name foods in each section of the Eatwell Guide • Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child • Can measure/observe how animals, including humans, grow. • Show what they know about looking



Castercliff Primary Academy – Year 2 Science Progression.



						after a baby/animal by creating a parenting/pet owners' guide • Explain how development and health might be affected by differing conditions and needs being met/not met.
--	--	--	--	--	--	--