



Year 2 Progression of Skills

| Biology | | | | |
|--|---|---|--|--|
| Big Idea | Programmes of study | Working towards expectations | Meeting expectations | Exceeding expectations |
| Habitats provide living things with what they need | 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. | The child can identify that a habitat supplies living things with what they need. | The child can explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there. | The child can 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 microhabitats. | The child can identify a limited range of living things in their habitats. | The child can identify a range of living things in habitats of various sizes. | The child can identify a range of living things and suggest why they may be found in that habitat. |
| | 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. | The child can identify a predator-prey relationship. | The child can construct a simple food chain and identify what is eating what. | The child can suggest, within a simple food chain, what might happen if one of the living things becomes scarce. |
| | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | The child can find out one thing that plants need to grow and stay healthy. | The child can explore and identify what plants need to thrive. | The child can identify the effects of a shortage of each of the things that plants need to grow and stay healthy. |
| Life exists in a variety of forms and goes through cycles - Plants | Observe and describe how seeds and bulbs grow into mature plants. | The child can identify that seeds and bulbs grow into mature plants. | The child can describe stages of development of a full grown plant. | The child can compare and contrast the growth patterns of different types of plants. |



Year 2 Progression of Skills

| | | | | |
|---|---|--|--|--|
| Life exists in a variety of forms and goes through cycles - Animals | Notice that animals, including humans, have offspring which grow into adults. | The child can recognise that all animals, including humans, have offspring. | The child can describe the relationship between adult animals and their offspring. | The child can 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). | The child can identify the basic needs of animals, including humans, for survival (water, food and air). | The child can identify human's basic needs. | The child can suggest how the basic needs of different animals influences their choice of habitat. |
| The human body has a number of systems, each with its own function | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | The child can recognise the importance to humans of exercise, diet and hygiene. | The child can describe the importance of a healthy diet and exercise. | The child can suggest effects of poor diet and hygiene. |



Year 2 Progression of Skills

| Chemistry | | | | |
|---|---|---|---|--|
| Big Idea | Programmes of study | Working towards expectations | Meeting expectations | Exceeding expectations |
| Materials have physical properties which can be investigated and compared | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | The child can identify that the shape of some objects can be changed. | The child can describe changes achieved by applying forces in different directions. | The child can identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses. |
| The physical properties of materials determine their 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. | The child can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | The child can select and justify a material for a particular use. | The child can identify limitations as well as suitability for particular materials in particular uses. |



Year 2 Progression of Skills

| Working Scientifically | | | | | |
|-------------------------|--|---|---|---|---|
| Process | Sub- process | Programmes of study | Working towards expectations | Meeting expectations | Exceeding expectations |
| Planning investigations | Children can ask questions | Ask simple questions when prompted. | The child can, with prompting, ask simple questions that can be tested. | The child can ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. | The child can, with support, develop relevant, testable questions. |
| | Children can plan an enquiry | Recognise that questions can be answered in different ways. | The child can offer a way of gathering evidence to answer a question. | The child can suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. | The child can plan enquiry, such as a comparative or fair test. |
| Conducting experiments | Children can use equipment to take measures. | Observe closely using simple equipment. | The child can examine objects closely, e.g. pebbles. | The child can examine carefully, e.g. using a hand lens. | The child can observe carefully and suggest useful measurement, e.g. examine a leaf and suggest measuring its length. |
| | | Perform simple tests. | The child can, with support, conduct simple tests. | The child can conduct simple tests, e.g. setting up comparative tests to show that plants need water and light. | The child can conduct a series of simple tests. |



Year 2 Progression of Skills

| | | | | | |
|-----------------------------|---|---|--|---|--|
| Record evidence | Children record work with diagrams and label them. | Record and communicate their findings in a range of ways and begin to use simple scientific language. | The child can, with prompting, identify what might usefully be recorded. | The child can, with assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or a bulb. | The child can, with prompting, draw and label diagrams. |
| Report findings | Children process findings to develop conclusions and identify casual relationships. | Identify and classify. | The child can, identify key findings from an enquiry. | The child 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. | The child can, with prompting, suggest what an enquiry shows. |
| Conclusions and predictions | Children can analyse data. | Gather and record data to help answer questions. | The child can collect data. | The child can collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed. | The child can recognise patterns that relate to scientific ideas, when prompted. |
| | Children can draw conclusions. | Use their observations and ideas to suggest answers to questions. | The child can suggest answers to enquiry questions using data. | The child 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. | The child can, with support, use evidence to produce simple conclusions. |