Science Progression of Knowledge and Skills – Year 2

	Working Scientifically	Knowledge	Vocabulary
Year 2	Plants	Plants	
	Pupils might work scientifically by: • observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.	• 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.	light, air, water, germination, reproduction, growth, survival, store, mature, seeds, bulbs, temperature
	Animals including humans	Animals including humans	
	Pupils might work scientifically by: • observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.	• 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. •	Warmth, offspring, hygiene, states, shapes, suitability, basic needs, survival, nutrition, reproduction, growth, exercise
	Everyday materials	Everyday materials	
	Pupils might work scientifically by: • comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.	• 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.	wood, metal, plastic, glass, brick, rock, paper, squashing, bending, twisting, stretching, suitability, purpose, John Dunlop, Charles Macintosh, John McAdam
	Living things and their habitat	Living things and their habitat	

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	Pupils might work scientifically by: • sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.	• Explore and compare the differences between things that are living, dead, and things that 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 • Identify and name a variety of plants and animals in their habitats, including microhabitats 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.	Habitat, life processes, natural environment, micro habitat, food source, seashore, woodland, ocean, rainforest, conditions, dead, alive, food chain, predator, prey, source,