

Beit Shvidler Primary School – Science skills progression document Year 2

| What are the aims and intentions of this curriculum? | | Year 2 | | |
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| That children: <ul style="list-style-type: none"> are allowed to explore and discover the science in the world around them. are provided with the opportunities to develop their curiosity and to ask questions. | | | | |
| Term | Topic | Knowledge | Skills | Assessment |
| | Living Things and their habitats What are habitats? How do living things survive in their habitats? | Know the difference between things that are living, dead and things that have never been alive. Know that most living things live in a habitat to which they are suited. Know that different habits provide the basic needs of different animals and plants. Know how plants and animals depend on each other. Know the names of plants and animals and their habitat (including micro-habitats). | Classify. Recognise (know) which animals live in which habitat. Use ideas to create e.g. simple food chain. Ask questions Collect evidence Record information. Notice patterns. Draw conclusion | |
| | Growth and survival What is a lifecycle? | Know what an offspring is. Know how animals reproduce. Know the different stages of human life. | Observe, describe, and compare changes. Classify Identify Record information. Ask questions (that can be answered in different ways). | |
| | Plants What do plants need to grow? | Know how seeds and bulbs grow into mature plants. Know that plants need water, light and warmth to grow and stay healthy. | Name Identify plants. Observe plants, seeds, and bulbs. Groups plants Gather information Report on findings | |
| | Animals (including humans) | Know that animals, including humans, have offspring that grow into adults. Know the basic needs of animals, including humans (water, food, air). | Name. Describe. Identify. Ask questions. | |

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| | <p>What are animal's needs?</p> <p>What are human's needs?</p> | <p>Know that:</p> <ul style="list-style-type: none"> • Exercise • Eating the right amounts of different foods • Hygiene <p>Are important to humans.</p> | <p>Research (using secondary sources). Explore e.g. use of exercise on the body.</p> | |
| | <p>Materials</p> <p>What are the uses of everyday materials?</p> | <p>Know the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) for a particular use.</p> <p>Know that the shapes of solid objects can be changed by squashing, bending, twisting and stretching.</p> | <p>Identify different materials. Classify materials. Compare materials. Ask questions (that can be investigated or researched). Gather/record information Report on findings</p> | |
| | <p>Sustainability</p> <p>What does wildlife do for us?</p> <p>How can we help wildlife?</p> | <p>Know what wildlife provides for us.</p> <p>Know how to help wildlife- what should we do if come across wildlife and what should we not do.</p> | <p>Gather information</p> <p>Record information</p> <p>Report on findings</p> <p>Ask questions</p> | |