



Curriculum Progression Map

St Mary and St Joseph's RC Primary School Science Progression Grid – Year 2



Biology

Life processes	Structure and function	Classification	Life cycles	Interdependence
<ul style="list-style-type: none"> Some things are living, some are dead and some have never been alive Plants need water, light and warmth Animals need water, food and air To stay healthy animals need exercise, a balanced diet and hygiene 		<ul style="list-style-type: none"> Animals and plants can be identified and grouped. This is linked to habitat. 	<ul style="list-style-type: none"> Plants: seeds and bulbs grow into plants Animals, including humans, reproduce offspring which grow into adults 	<ul style="list-style-type: none"> Different plants and animals live in different places to which they are suited by giving them food and shelter Animals get their food from plants and other animals and in turn are consumed by other animals

Chemistry

Describing and using materials	Changing materials	Mixing and separating materials
<ul style="list-style-type: none"> Different materials are suitable for different uses (properties that can be observed) 	<ul style="list-style-type: none"> The shape of some solid materials can be changed by a contact force acting on them 	

Physics

Light	Sound	Electricity	Forces	Earth in space
			<ul style="list-style-type: none"> Pushing and /or pulling can make things start moving, stop, go faster or slower 	

Working Scientifically

Approaches to enquiry	Asking questions	Planning
<p>Children should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over a period of time noticing patterns grouping and classifying things carrying out simple comparative tests finding things out using secondary sources of information 	<p>Ask simple questions</p> <ul style="list-style-type: none"> Begin to shape questions using different question stems Ask questions about how and why objects, materials and living things: <ul style="list-style-type: none"> change are similar or different to each other connect with each other are made or work Suggest questions to investigate 	<p>Recognise that questions can be answered in different ways</p> <p>With support:</p> <ul style="list-style-type: none"> suggest how to find things out Identify changes to observe and measure Identify patterns to observe and measure Identify variables to change and measure Identify sorting criteria Suggest how to take measurements Suggest next steps or a sequence of steps in a plan
Collecting data	Presenting data	Concluding
<p>Observe closely, using simple equipment</p> <ul style="list-style-type: none"> Choose and use appropriate simple equipment to make observations Use non-standard units to collect observations <p>performing simple tests</p>	<p>Record data to help in answering questions</p> <ul style="list-style-type: none"> Talk about what has been found out and how Record observations in word and pictures Record observations and test results in simple prepared pictograms, tables, tally charts, bar charts and maps including ICT formats 	<p>Use their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> Use simple scientific language to talk about observation or findings Use results to answer the investigation question

<ul style="list-style-type: none"> Choose and use appropriate simple equipment with increasing accuracy to collect comparative data Use non-standard units to collect data <p>identifying and classifying</p> <ul style="list-style-type: none"> Sort objects by observable and behavioural features Make comparisons between simple features <p>gathering data to help in answering questions</p> <ul style="list-style-type: none"> Gather data to answer questions from a variety of sources including talking to people, simple books and electronic media, first hand observation and practical activity 	<ul style="list-style-type: none"> Record sorting in sorting circles or tables 	<ul style="list-style-type: none"> Identify simple changes Sequence changes Say whether the change was expected Identify similarities and differences Make simple comparisons Make links between two sets of observations Identify simple patterns and talk about them Say whether the pattern was expected Identify simple causal relationships Say if the relationship was expected
<p>Evaluating</p>	<p>Key scientific vocabulary</p>	
<ul style="list-style-type: none"> Say whether data was useful Say whether an information source was useful <p>Give an opinion about some further information</p>	<p>Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene</p> <p>Seeds, Bulbs, Water, Light, Temperature, Growth , suitable, temperature, reproduction, accuracy, healthy, variety, germination</p> <p>Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert, sources, variety, reproduce, react, shelter, conditions, food chain</p> <p>Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</p>	