

	Science Skills and Knowledge Progression	
	Year 1	Year 2
Knowledge and Concepts	<p><b>Plants</b> Can identify and name a variety of common wild and garden plants, including deciduous and evergreen.</p> <p>Can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Animals including humans</b> Can observe and describe how seeds and bulbs grow into mature plants</p> <p>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
	<p><b>Animals including humans</b> Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Animals including humans</b> Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
	<p><b>Everyday materials</b> Can distinguish between an object and the material from which it is made</p> <p>Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Can describe the simple physical properties of a variety of everyday materials.</p> <p>Can compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Uses of everyday materials</b> 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.</p> <p>Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

	<b>Seasonal changes</b> Can observe changes across the four seasons.  Can observe and describe weather associated with the seasons and how day length varies.	N/A
	N/A	<b>All living things and their habitats</b> Can explore and compare the differences between things that are living, dead, and things that have never been alive.  Can 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  Can identify and name a variety of plants and animals in their habitats, including micro-habitats  Can 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.
<b>Working Scientifically</b>	<b>Planning a scientific Investigation</b> Ask simple questions and recognise that they can be answered in different ways	<b>Planning a scientific Investigation</b> Ask simple questions and recognise that they can be answered in different ways  Identify questions that can be tested Identify relevant things to measure to answer the question  Observe changes over time, noticing the patterns and relationships

	<p><b>Measuring &amp; Recording</b></p> <p>Observe changes closely using simple equipment and measurement</p> <p>Perform simple tests</p> <p>Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts Suggest answers to scientific questions</p>	<p><b>Measuring &amp; Recording</b></p> <p>Perform simple tests</p> <p>Use appropriate non-standard measurements (i.e. cubes) and a greater range of equipment to gather data</p> <p>Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts Suggest answers to scientific questions</p>
	<p><b>Evaluating&amp; Concluding</b></p> <p>Identify and classify</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather, record and communicate data and findings to help in answering questions</p> <p>Use scientific language and read and spell age-appropriate scientific vocabulary</p>	<p><b>Evaluating&amp; Concluding</b></p> <p>Identify and classify</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather, record and communicate data and findings to help in answering questions</p> <p>State one good thing about an investigation and one bad thing about the investigation</p> <p>Use scientific language and read and spell age-appropriate scientific vocabulary</p>