



St Anne's Science Progression Map

2021-2022

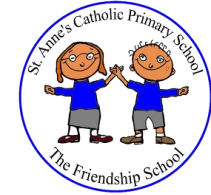


Year 2	Vocabulary	Working Scientifically	Knowledge, Skills and Understanding	Cross-Curricular Links	Enquiry questions
<p>Autumn</p>	<p>Building on from Year 1</p> <hr/> <p>Block diagram</p> <hr/> <p>Describe</p> <hr/> <p>Different/differences</p> <hr/> <p>Explore</p> <hr/> <p>Group</p> <hr/> <p>Hand lenses</p> <hr/> <p>Link</p> <hr/> <p>Notice patterns</p> <hr/> <p>Observe</p> <hr/> <p>Observe changes over time</p> <hr/> <p>Order</p> <hr/> <p>Pictogram</p> <hr/> <p>Secondary sources</p> <hr/> <p>Similar/similarities</p> <hr/> <p>Stop watch</p> <hr/> <p>Table</p> <hr/> <p>Tally chart</p> <hr/> <p>Test</p> <hr/> <p>Venn diagram</p>	<p><u>Observing Closely</u></p> <ul style="list-style-type: none"> Can they use <see, touch, smell, hear or taste> to help them answer questions? Can they use some Scientific words to describe what they have seen and measured? Can they compare several things? <p><u>Performing Tests</u></p> <ul style="list-style-type: none"> Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? Can they use prompts to find things out? 	<p><u>Everyday materials/ use of everyday materials/ properties and changes of materials</u></p> <p>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>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Maths - Sorting materials.</p> <p>Oracy - Vocabulary games.</p>	<p>How can you change the shape of these materials?</p> <p>What materials can you bend and twist?</p> <p>How can we group materials by the changes that can be made to them?</p> <p>What would be the best material to build a castle from?</p> <p>Which materials have been used to build our school?</p>



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	Absorbent <hr/> Bend/bending Push/pushing <hr/> Brick Reflective <hr/> Card/cardboard Rigid <hr/> Changed Rock <hr/> Clay Roll/rolling <hr/> Elastic Rough <hr/> Fabrics Rubber <hr/> Flexible Shape <hr/> Foil Smooth <hr/> Glass Soft <hr/> Hard Squash/squashing <hr/> Material Squeeze/squeezing <hr/> Metal Stretch/stretching <hr/> Non reflective Stretchy <hr/> Object Strong/weak <hr/> Opaque Suitable/unsuitable <hr/> Paper Translucent <hr/> Pinch/pinching Transparent <hr/> Plastic Twist/twisting <hr/> Poke/poking Use/useful <hr/> Property Water <hr/> Pull/pulling Waterproof <hr/> Wood <hr/> Wool				
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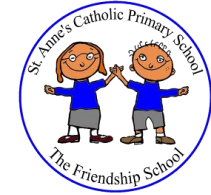


<p>Spring</p>	<p>Basic needs Damp/wet/dry Dark/light Dead Depend E.g. a meadow E.g. a pond E.g. a woodland E.g. on stony path E.g. under bushes E.g. under log Feed Food Food chain Grow Have offspring/young/babies Hot/warm/cool/cold Living Move Name local habitats Name micro-habitats Never been alive Shelter</p>	<p>(Continuing to build on from Autumn term)</p> <p>Identifying and Classifying</p> <ul style="list-style-type: none"> Can they organise things into groups? Can they find simple patterns (or associations)? Can they identify animals and plants by a specific criteria, e.g. lay eggs or not; have feathers or not? <p>Recording findings</p> <ul style="list-style-type: none"> Can they use <text, diagrams, pictures, charts, tables> to record their observations? Can they measure using <simple equipment>? 	<p>Animals Including Humans</p> <p>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>Living Things and Their Habitats</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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,</p>	<p>Art- Design a mini beast home.</p> <p>English - Survival factfile, habitat fact file.</p>	<p>Which foods are healthy/unhealthy?</p> <p>Which drinks are unhealthy for our teeth?</p> <p>Why are some foods unhealthy?</p> <p>How do I keep healthy?</p> <p>What do living things need to survive?</p> <p>Could i survive without?</p> <p>Could a ----- live on the moon?</p> <p>Could a penguin live in the desert?</p> <p>Could a camel live in the north pole?</p>
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	<p>Adults _____</p> <p>Air _____</p> <p>Babies _____</p> <p>Baby/toddler/child/teenager _____</p> <p>Basic needs _____</p> <p>Bread, rice, potato, pasta _____</p> <p>Breathing _____</p> <p>Change _____</p> <p>Clean _____</p> <p>Drugs _____</p> <p>Exercise _____</p> <p>Food _____</p> <p>Food types _____</p> <p>Foods high in fat or sugar _____</p> <p>Fruit and vegetable _____</p> <p>Grow _____</p> <p>Healthy _____</p> <p>Hygiene _____</p> <p>Meat, fish, egg, beans _____</p> <p>Medicine _____</p> <p>Milk and dairy foods _____</p> <p>Offspring _____</p> <p>Older/younger _____</p> <p>Suited/suitable _____</p> <p>Use comparatives e.g. hotter _____</p>		<p>and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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.</p>		
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<p>Summer</p>	<p>Bulbs</p> <hr/> <p>Damp/wet/dry</p> <hr/> <p>Dark/light</p> <hr/> <p>Die</p> <hr/> <p>Dry/crispy</p> <hr/> <p>Earth</p> <hr/> <p>Fully grown</p> <hr/> <p>Grow/growth</p> <hr/> <p>Healthy</p> <hr/> <p>Hot/warm/cool/cold</p> <hr/> <p>Light</p> <hr/> <p>Seedling</p> <hr/> <p>Seeds</p> <hr/> <p>Shoot</p> <hr/> <p>Soil</p> <hr/> <p>Use comparatives e.g. hotter</p> <hr/> <p>Water</p> <hr/> <p>Wither/limp</p>	<p>(Continuing to build on from Autumn and Spring term)</p> <p><u>Observing Closely</u></p> <ul style="list-style-type: none"> • Can they use <see, touch, smell, hear or taste> to help them answer questions? • Can they use some Scientific words to describe what they have seen and measured? • Can they compare several things? <p><u>Performing Tests</u></p> <ul style="list-style-type: none"> • Can they carry out a simple fair test? • Can they explain why it might not be fair to compare two things? • Can they say whether things happened as they expected? • Can they suggest how to find things out? • Can they use prompts to find things out? 	<p><u>Plants</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>English - Plant diary.</p>	<p>How long does it take for a seed to grow to grow?</p> <p>What conditions are needed for a plant to grow?</p>
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