



TLA ~ Year 2 Science Progression



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cornerstones Title	Wriggle and Crawl	Magnificent Monarchs	Gan Kernow	Awesome Australia	Scented Garden	Beachcombers
Unit title	Plants, Living Things and Their Habitats (D) Animals, including humans (A,B,D)	Animals including humans (A,B,C)	Materials (A, B)	Animals, including humans (C)	Plants, Living things and their habitats (A, B)	Plants, Living things and their habitats (B, C,D,E)
Programme of study	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive. (C)</p> <p>Identify and name a variety of plants and animals in their habitats including microhabitats. (D)</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, and how they depend on each other. (E)</p>	<p>Notice that animals, including humans, have offspring which grow into adults. (A)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival. (Water, food and air) (B)</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. (D)</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. (A)</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (B)</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different foods, and hygiene. (C)</p>	<p>To know what plants, need in order to grow and stay healthy (water, light & suitable temperature.)</p> <p>Observe and describe how seeds and bulbs grown into mature plants. (A)</p> <p>Find out and describe how plants need: water, light and a suitable temperature to grow and stay healthy. (B)</p>	<p>Know that animals need food, water, air and shelter to survive and that their habitat must provide these things. (Rockpools)</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, and how they depend on each other. (E)</p>
Skills	<p>Be able to identify and name a variety of plants and animals in a range of habitats and microhabitats.</p> <p>Compare and group things that are living, dead or have never been alive.</p> <p>Describe the basic life cycles of some familiar animals e.g. butterfly, chicken, frog, human)</p>	<p>Interpret and construct simple food chains to describe how living things depend on each other as a food source.</p>	<p>Compare the suitability of a range of everyday materials for particular uses.</p> <p>To describe how some objects and materials can be changed and how these changes can be desirable or undesirable.</p>	<p>Explain how animals, including humans, need water, food, air and shelter to survive.</p>	<p>Observe and describe how seeds and bulbs change over time as they grow into mature plants.</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Be able to identify and name a variety of plants and animals in a range of habitats and microhabitats.</p> <p>Compare and group things that are living, dead or have never been alive.</p>

<p>Knowledge</p>	<p>Know how a specific habitat provides for the basic needs of living things (BOTH plants and animals.)</p> <p>Know how to match living things to their habitat.</p> <p>Know that animals have offspring that grow into adults. Different animals have different stages of growth or lifecycles.</p>	<p>Know that animals need food, water, air and shelter to survive and that their habitat must provide these things.</p> <p>Know that food chains show how living things depend on one another for food. All food chains start with a plant followed by animals that can eat the plant or other animals.</p>	<p>Know a material's physical properties make it suitable for particular purposes, such as brick for building walls.</p> <p>Know many materials are used for more than one purpose e.g. metal for cutlery and cars.</p> <p>Know that some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling mixing and being left to decay.</p>	<p>Know that animals need food, water, air and shelter to survive and that their habitat must provide these things.</p>	<p>To know and explain how seeds and bulbs grow into plants.</p>	<p>Know how a specific habitat provides for the basic needs of living things (BOTH plants and animals.)</p> <p>Know how to match living things to their habitat.</p>
<p>Progression</p>	<p>1. Pre unit assessment and Prior learning/foundational knowledge</p> <p>2. LO: compare and group things that are living, dead and never been alive.</p> <p>3. LO: know and describe living things and match them to their habitats Retrieval point</p> <p>4. LO: explore and describe how habitats provide for the needs of living things. Retrieval point</p> <p>5. LO: describe the life cycle of insects</p> <p>6. LO: Investigation – Snail Race Retrieval point</p>	<p>1. Pre unit assessment and Prior learning/foundational knowledge</p> <p>2. LO: know and describe the basic needs of animals for survival.</p> <p>3. LO: Describe how animals obtain their food from plants and other animals, and identify and name different sources of food. Retrieval point</p> <p>4. LO: interpret food chains to describe how animals rely on each other for food.</p> <p>5. LO: construct food chains to describe how animals rely on each other for food. Retrieval point</p> <p>6. LO: Investigation Retrieval point</p>	<p>1. Pre unit assessment and Prior learning/foundational knowledge</p> <p>2. LO: : to recognise and name a range of materials.</p> <p>3. LO: recognise and use a range of descriptive vocabulary for materials</p> <p>4. LO: describe the properties of materials Retrieval point</p> <p>5. LO: know why materials are used for different</p> <p>6. LO: investigate how materials can be changed – bending, twisting and stretching. Investigation</p> <p>7. LO: investigate how materials can be changed – heating, cooling and mixing Investigation Retrieval point</p>	<p>1. Pre unit assessment and Prior learning/foundational knowledge</p> <p>2. LO: describe and apply the basic needs of humans for survival.</p> <p>3. LO: know what makes a healthy and balanced diet Retrieval point</p> <p>4. LO: describe what makes a healthy and balanced diet Retrieval point</p> <p>5. LO: recognise the importance of exercise in staying healthy Investigation</p> <p>6. LO: know and explain the importance of hygiene. Retrieval point</p>	<p>1. Pre unit assessment and Prior learning/foundational knowledge</p> <p>2. LO: know and describe the basic needs of plants to survive.</p> <p>3. LO: find out how plants need water, and suitable temperature Investigation Retrieval point</p> <p>4. LO: observe and describe how seeds grow into plants. (life cycles)</p> <p>5. LO: observe and describe how bulbs grow into plants. (life cycles) Retrieval point</p> <p>6. LO: explore how plants survive in different habitats e.g. desert, Arctic, aquatic Retrieval point</p>	<p>1. Pre unit assessment and Prior learning/foundational knowledge</p> <p>2. LO: compare and group things that are living, dead and never been alive – ocean habitat.</p> <p>3. LO: know and describe living things and match them to their ocean habitats Retrieval point</p> <p>4. LO: explore and describe how habitats provide for the needs of living things – ocean habitats Retrieval point</p> <p>5. LO: construct food chains to describe how animals rely on each other for food – ocean habitats</p> <p>6. LO: Investigation – Rock Pools observations trip. Retrieval point</p>

Working Scientifically	Questioning	Measurement	Investigation	Observation
<p>Year 2</p>	<p>Ask and answer scientific questions about the world around them.</p>	<p>Use simple equipment to measure and make observations.</p>	<p>Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting</p>	<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on</p>

			ways to answer their questions.	their features and explaining their reasoning.
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