

Yearly Skills & Knowledge Progression - 2026-2027

Subject: Science

Year group: Year 2

	Half Term 1	Half Term 2
Autumn	Living Things: Habitats Lesson 1: I can identify some of the characteristics of living things. Lesson 2: I can recognise the difference between things that are alive, were once alive or have never been alive. W.S: I can classify objects into groups. Lesson 3: I can identify plants and animals in different habitats. Lesson 4: I can identify how a habitat provides animals and plants with what they need to survive. W.S: I can carry out research to find answers to questions. Lesson 5: I can recognise how animals and plants depend on each other. Lesson 6: I can recall how animals get their food from plants and other animals. Wonder of Science -	Living Things: Microhabitats (Y2 have already covered microhabitat of a woodlouse, so this needs to be changed. A suggestion would be to use the pond: microhabitat of a dragonfly) Lesson 1: W.S: I can classify a variety of minibeasts. Lesson 2: W.S: I can recognise how scientists answer questions. Lesson 3: I can recognise that living things live in habitats to which they are suited. W.S: I can gather and record data to answer a question. Lesson 4: W.S: I can ask questions and plan how to carry out an experiment. Lesson 5: W.S: I can carry out an experiment and record data in a table. Lesson 6: I can identify a variety of flowering plants. W.S: I can understand the role of a botanist. Wonder of Science -
	Key Vocabulary: alive, carnivore (Y1), dead, depend, diet (Y1), energy, food chain, growth (Y1), habitat, herbivore (Y1), life processes, mammal (Y1), omnivore (Y1), predator, prey, shelter, sort	Key Vocabulary: food chain, microhabitat, minibeast, research, results, test

	Animals: Comparing Animals (repeat from Y1) Focus on animal groups, remember to use artefacts e.g. skeletons from local museum Lesson 1: I can identify and group animals. Lesson 2: I can describe a variety of animals. Lesson 3: I can compare the features of animals. Lesson 4: I can identify animals that are carnivores, herbivores and omnivores. W.S: I can research using non-fiction texts. Lesson 5: I can recognise animals that make suitable pets. W.S: I can gather and record data to help answer questions. Lesson 6: I can describe and compare the structure of animals. W.S: I can talk about famous scientists throughout history. Wonder of Science -	Animals, including humans: Life cycles and health Lesson 1: I can identify different stages of the human life cycle. Lesson 2: I can say which offspring come from which parent animal. Lesson 3: I can observe and measure growth in humans. W.S: I can use simple measuring equipment. Lesson 4: I can identify and list the basic needs for survival for humans and animals. W.S: I can use secondary sources to research. Lesson 5: I can recognise the importance of exercise and personal hygiene. W.S: I can make observations over time. Lesson 6: I can identify how to have a balanced diet. W.S: I can interpret collected results. Wonder of Science -
	Key Vocabulary: amphibian, bird, carnivore, compare, diet, difference, fish, group, herbivore, mammal, observe, omnivore, reptile, scientist, similarity	Key Vocabulary: basic needs, egg, health, hygiene, life cycle, live young, pupa, spawn, survive, teenager, toddler, tadpole

	Plants: Plant Growth (Also, include lessons on evergreen and deciduous trees from Y1 topic: Introduction to plants, as they missed this last year) Lesson 1: I can identify and group animals. W.S: I can group animals based on their similarities and differences. Lesson 2: I can describe a variety of animals. W.S: I can observe differences in animals. Lesson 3: I can compare the features of animals. W.S: I can group animals based on their similarities and differences. Lesson 4: I can identify animals that are carnivores, herbivores and omnivores. W.S: I can research using non-fiction texts. Lesson 5: I can recognise animals that make suitable pets. W.S: I can gather and record data to help answer questions. Lesson 6: I can describe and compare the structure of animals. W.S: I can talk about famous scientists throughout history. Wonder of Science -	Making connections: Plant-based materials Lesson 1: I can identify and group animals. W.S: I can group animals based on their similarities and differences. Lesson 2: I can describe a variety of animals. W.S: I can observe differences in animals. Lesson 3: I can compare the features of animals. W.S: I can group animals based on their similarities and differences. Lesson 4: I can identify animals that are carnivores, herbivores and omnivores. W.S: I can research using non-fiction texts. Lesson 5: I can recognise animals that make suitable pets. W.S: I can gather and record data to help answer questions. Lesson 6: I can describe and compare the structure of animals. W.S: I can talk about famous scientists throughout history. Wonder of Science -
<u>Greensands science assessment system</u> • <u>Knowledge:</u> Children complete Kapow quizzes after every unit/half termly. Please note that these should be low stakes and can be peer-marked. Record these scores on an excel spreadsheet • <u>Scientific Enquiry:</u> Teachers RAG-rate every child after every unit/half termly (GD, M, B) - being particularly mindful about the enquiry foci for the unit - on the same excel spreadsheet. • <u>Overall Summative Judgement:</u> Recorded on Arbor at the end of the year: GD (greater depth), M (meeting), or B below meeting)		

NB. We are not covering materials in Y2 as this was covered in depth this year during mixed age teaching.