**Year 2 Science**

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| **Working Scientifically****(Year 1 and Year 2)** | **Biology****(Living Things and their Habitats)** | **Biology****(Animals, including humans/ Plants)** | **Chemistry****(Use of Everyday Materials)** |
| **I can ask questions about what I notice.** | **I can identify, explore and compare the differences between things that are alive, dead and have never lived.** | **I can describe the basic needs of animals and humans for survival (water, food and air).** | **I 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.**  |
| **I can use simple equipment.** | **I can identify different plants and animals in their habitats, including microhabitats.** | **I can describe why exercise, a balanced diet and good hygiene are important for humans.** | I can explain how shapes can be changed by squashing, bending, twisting and stretching. |
| **I can use different types of scientific enquiry to gather and record data.** | **I can describe how different plants and animals are suited to their habitats.** | **I can describe the main changes as young animals, including humans, grow into adults.** |  |
| **I can identify, group and classify things.** | I can describe how different habitats provide for the basic needs of different kinds of plants and animals, and how they depend on each other. |  |  |
| **I can observe changes over time.** | **I can describe how animals get their food from other animals/ plants and identify and name different sources of food.** | **I can describe the basic needs of plants for survival and the impact of changing these (water, light and suitable temperature)** |  |
| **I can use my observations, ideas and simple data to answer questions.** | **I can use simple food chains to describe these relationships.** | **I can describe the main changes as seeds and bulbs grow into mature plants** |  |
| **I can notice similarities, differences and patterns.** |  |  |  |
| **I can find things out using secondary sources of information.** |  |  |  |
| **I can use scientific language to communicate my ideas and explain what I find out.** |  |  |  |
| **I can carry out simple comparative tests.** |  |  |  |