Year 2 Progressions of Skills - Science

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment opportunities						
Science Unit	Living things : habitats	Living things: microhabitats	Materials: uses of everyday materials	Animals, including humans: left cycles and health	Plants: plant growth	Making connections: plant based materials
Knowledge						
	To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes.	To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes. To know a variety of	To know why objects are made from particular materials and to give examples of their suitability. To know that one material can be used for a range of purposes (and to give examples.) To know that different materials can be used for the same purpose (and to give examples.)	To understand how living things change, and that animals have offspring that grow into adults. To know which offspring comes from which parent animal. To know the stages in some animal life cycles. To know that animals, including humans, need water, food and air to	To know that seeds and bulbs grow into seedlings by producing roots and shoots. To know that seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers. To know that seeds need water and warmth to germinate. To know that plants	To describe how materials can be reused. To identify human-made and natural materials. To identify suitable materials based on their properties. To identify a material to help plant growth. To choose materials to

	To know a variety of plants and animals and describe some differences. To name a variety of habitats, including woodland, ocean, rainforest and seashore. To know that a habitat is the environment where an animal or plant lives/ grows, because it provides what they need to survive. To know that living things depend upon each other (e.g. for food, shelter.) To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals.	plants and animals and describe some differences. To name a variety of habitats, including woodland, ocean, rainforest and seashore. To know that a habitat is the environment where an animal or plant lives/ grows, because it provides what they need to survive. To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter). To know that living things depend upon each other (e.g. for food, shelter.) To understand that a food chain can be used	To know why certain materials are unsuitable for particular objects. To know that a push or pull must be applied to change the shape of a solid object. To know that solid objects can be squashed, bent, twisted or stretched. To know that different solid objects may take a different amount of force to change shape	survive. To understand the importance of exercise, a balanced diet and hygiene for humans.	need water, light and a suitable temperature for growth and health.	create a suitable plant pot.

		to show how animals obtain food from eating either plants and/or other animals.				
Working scientifically						
	To classify objects into groups. To carry out research to find answers to questions.	To classify a variety of minibeasts. To recognise how scientists answer questions. To gather and record data to answer a question. To ask questions to plan and carry out an investigation. To carry out an investigation and record data in a table.	To recognise that objects can be grouped. To record data in a table. To gather data and use it to answer a question. To record data in a block graph. To recognise that some materials are harmful to the environment.	To use simple measuring equipment. To use secondary sources to research. To make observations over time. To interpret collected results.	To plan comparative tests. To measure with a ruler. To record data in a table. To observe using a magnifying glass. To draw and label diagrams. To recognise that humans have a responsibility to look after plants.	To understand how the 3Rs contribute to sustainable products. To group based on characteristics To perform a test and gather data. To use observations to answer a simple question. To identify and classify living things

		To understand the role of a botanist.				