

A Year 2 Scientist

| | EXPECTATIONS | SEEN | SECURE |
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| | Working Scientifically | | |
| 1 | I can ask simple scientific questions. | | |
| 2 | I can use simple equipment to make observations. | | |
| 3 | I can carry out simple tests. | | |
| 4 | I can identify and classify things. | | |
| 5 | I can suggest what I have found out using my observations. | | |
| 6 | I can gather and use simple data to answer a question. | | |
| 7 | I can read, spell, pronounce and use scientific vocabulary accurately. | | |
| | Living Things and Their Habitats – Pattern Seeking / Sorting and Classifying | | |
| 8 | I can explore and compare the differences between things that are living and dead and things that have never been alive. | | |
| 9 | I can identify that most living things live in habitats to which they are suited. | | |
| 10 | I can describe how different habitats provide for the basic needs of different kinds of animals and plants. | | |
| 11 | I can describe how plants and animals depend on each other. | | |
| 12 | I can identify and name a variety of plants and animals in their habitats, including micro-habitats. | | |
| 13 | I can describe how animals get their food from plants and other animals using the idea of a simple food chain. | | |
| 14 | I can identify and name different sources of food. | | |
| 15 | I can read, spell, pronounce and use scientific vocabulary accurately linked to living things and their habitats. | | |
| | Electricity | | |
| 16 | I can identify and name everyday appliances that require electricity to create light, heat, sound or movement. | | |
| 17 | I can identify and name everyday appliances that require electricity to do more than one thing (computer, TV, washing machine). | | |
| 18 | I can identify and name everyday appliances that use batteries to supply the electricity. | | |
| 19 | I can describe the dangers of electricity and describe how to use it correctly. | | |
| 20 | I can create a complete circuit to light a bulb. | | |
| 21 | I can predict and test if a bulb will light based on if the circuit is complete or not. | | |
| 22 | I can read, spell, pronounce and use scientific vocabulary accurately linked to electricity. | | |
| | Plants – Observation over time | | |
| 23 | I can observe and describe how seeds and bulbs grow into mature plants. | | |
| 24 | I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | | |
| 25 | I can tell someone what a plant needs to stay healthy. | | |
| 26 | I can begin to explain the reproduction and growth in plants. | | |
| 27 | I can read spell, pronounce and use scientific vocabulary linked to plants. | | |
| | Animals including Humans – Pattern Seeking / Surveys | | |
| 28 | I know that animals, including humans, have offspring which grow into adults. | | |
| 29 | I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). | | |

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| 30 | I can describe the importance of exercise for humans. | | |
| 31 | I can describe the importance of eating the right amount of different food types for humans. | | |
| 32 | I can describe the importance of hygiene for humans. | | |
| 33 | I can read spell, pronounce and use scientific vocabulary linked to animals and humans. | | |
| Everyday Materials – Fair Testing | | | |
| 34 | I can identify and compare the suitability of a variety of everyday materials, including wool, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | | |
| 35 | I know that some materials are used for more than one thing. | | |
| 36 | I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | |
| 37 | I can think about the properties of materials that make them suitable or unsuitable for particular purposes. | | |
| 38 | I can find out about people who have developed useful new materials (eg. John Dunlop, Charles Macintosh or John McAdam) | | |
| 39 | I can read spell, pronounce and use scientific vocabulary linked to Everyday materials. | | |