

**Science Assessment and Tracking**

**Year 2 Overview 24/25**

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| **Year 2 Science Disciplinary Knowledge – Investigation** |
| **Investigation & Hypothesising Observing and recording Concluding and Evaluating** | Sci 1WTS | Sci 2WTS | Sci 3WTS | Sci 1EXS | Sci 2EXS | Sci 3EXS | Sci 1GDS | Sci 2GDS | Sci 3GDS |
| • I can carry out a simple investigation of my choosing to find something out  |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| • I can identify variables and decide which one to change to make the test fair |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| • I can collect information from my investigation to answer a question  |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| • I can make accurate observations and keep accurate records of these |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| • I can compare my information with other people’s information  |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| • I can carry out a simple investigation to help me draw a conclusion |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |

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| **Science 1 – Animals Including Humans** |
|  **Objective** | **WTS** | **EXS** | **GD** |
|  I know the names of common animals including fish, amphibians, reptiles, insects, birds and mammals  |   |  |   |
| I know the difference between a fish, amphibian, bird, reptile, insect and mammal |  |  |  |
| I know a variety of common animals including pets – Farm and domestic |  |  |  |
|  I know the basic structure of a variety of common animals (e.g basic skeleton and body parts.)  |  |  |  |
| I know the basic parts of the human body and know how these are associated with senses head, neck, arms, elbows, legs, knees, face, nose, ears, eyes, hair, mouth, teeth, hands |  |  |  |
|  I know that animals including humans have offspring that grow into adults – life cycles – egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult |  |  |  |
| I know the basic needs of animals including humans for survival -water, food and air |  |  |  |
| I know the importance of exercise, food hygiene |  |  |  |

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| **Science 3 – Habitats** |
|  **Objective** | **WTS** | **EXS** | **GD** |
| I know that most things live in habitats - a natural environment or home of a variety of plants and animals.  |   |  |   |
| I know how things are suited to habitats – comparing different habitats - the seashore, in woodland, in the ocean, in the rainforest |  |  |  |
| I know how habitats provide for the basic needs of animals and plants - plants serving as a source of food and shelter for animals |  |  |  |
| I know how animals and plants are dependent on each other in a habitat |  |  |  |
| I know a variety of plants and animals in a particular habitat – own school grounds |  |  |  |
| I know what a micro-habitat is - a very small habitat, for example for woodlice under stones, logs or leaf litter |  |  |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**

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| **Science 2 – Food Chains** |
| I know the difference between things that are living, dead and things that have never been alive – making links to the need for food, water and air to survive |  |  |  |
| I know how animals obtain food from plants and other animals |   |  |   |
|  I know how to describe a simple food chain. E.g. worm-bird-cat. Leaves-caterpillar-mouse-owl. Grass-cow-human |  |  |  |
| I know the difference between a carnivore, herbivore and omnivore |  |  |  |
| I know the difference between producer, predator and prey and their role in a food chain |  |  |  |
| I know a larger a creature is more likely to be higher up the food chain |  |  |  |