



Year 2 Science Knowledge Progression

Term / unit	Builds on	Knowledge progression	Working scientifically	Key vocabulary	Where this leads next
Advent 1 Living things: Habitats	- Builds on Y1 animals/plants and Reception animal homes. - Recalls basic needs of living things.	- Distinguish living, dead and never-alive things using life processes. - Know that living things live in habitats to which they are suited. - Explain how habitats provide basic needs. - Identify plants and animals in familiar habitats. - Construct simple food chains and identify sources of food.	- Observe and classify living/non-living examples. - Use simple secondary sources and field observations. - Record habitat data and use observations to answer questions.	living; dead; never alive; habitat; basic needs; food chain; source; suited	Supports microhabitats and later Y4 classification/habitats.
Advent 2 Living things: Microhabitats	- Builds directly on habitats. - Recalls common plants/animals and basic classification.	- Know that a microhabitat is a small habitat with particular conditions. - Identify minibeasts and plants in local microhabitats. - Explain how a microhabitat provides basic needs. - Recognise that scientists such as botanists investigate living things.	- Group minibeasts and make simple classification keys. - Ask questions that can be answered in different ways. - Gather/record data, plan observations and order a method. - Use identification charts.	microhabitat; minibeast; conditions; classify; classification key; botanist; identify	Supports Y4 classification keys and habitat change.
Lent 1 Materials: Uses of everyday materials	- Builds on Y1 everyday materials. - Recalls names and simple properties of common materials.	- Identify materials and compare their suitability for different uses. - Relate properties such as strength, flexibility, absorbency and waterproofness to use. - Explore how some solid objects can change shape by bending, squashing, twisting or stretching. - Recognise that the same material can be used for different purposes.	- Classify materials by properties. - Carry out simple comparative tests. - Observe shape changes and record results. - Use evidence to choose a suitable material.	material; property; suitable; strong; flexible; absorbent; waterproof; bend; squash; twist; stretch	Supports Y4/Y5 materials units.
Lent 2 Animals including humans: Life cycles and health	- Builds on Y1 comparing animals and sensitive bodies. - Recalls animal groups and basic needs.	- Recognise that animals, including humans, have offspring that grow into adults. - Compare stages in different animal life cycles. - Know that animals need water, food and air to survive. - Recognise the importance of exercise, a balanced diet and hygiene for health.	- Observe and sequence life-cycle stages. - Compare animals using similarities/differences. - Gather simple data about healthy choices and use it to answer questions.	offspring; adult; life cycle; survival; air; water; food; exercise; diet; hygiene	Supports Y3 nutrition and Y5 human timeline/life cycles.
Pentecost 1 Plants: Plant growth	- Builds on Y1 introduction to plants. - Recalls basic plant parts and familiar plant names.	- Know that seeds contain what is needed to begin growth. - Know seeds need water and warmth to germinate.	- Set up comparative tests. - Plan observations and measure stem height with rulers. - Record growth in tables and	seed; bulb; germinate; warmth; light; growth; healthy; stem; life cycle	Supports Y3 plant reproduction.

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		• Recognise that light is needed for healthy plant growth. • Sequence stages of a plant life cycle. • Recognise conditions that support healthy growth and ways humans affect plants.	compare conditions. • Use magnifiers and draw life-cycle diagrams.		
Pentecost 2 Making connections: Plant-based materials	• Applies materials and plant-growth knowledge. • Builds on environmental awareness.	• Explain reduce, reuse and recycle. • Describe simply how paper is made. • Choose materials suitable for a plant pot using their properties. • Recall good growth conditions for seeds. • Distinguish natural/human-made and living/non-living materials in context.	• Use an online/secondary source to answer questions. • Classify materials and test properties. • Use observations to draw conclusions about suitability. • Design/make and evaluate a practical solution.	reduce; reuse; recycle; natural; human-made; material; property; suitable; eco-friendly	• Consolidates KS1 materials/plants and prepares for KS2 enquiry.