

Kingfisher CE Academy Year 2 Science Assessment

Animals Including Humans (Term 1)	Uses of Everyday Materials (Term 2 & 3)	Plants (Term 4 & 5)	Living Things and their Habitats (Term 6)	Working Scientifically
<ul style="list-style-type: none"> ☐ I can describe what animals need to survive. ☐ I can explain that animals grow and reproduce ☐ I can explain why animals have offspring which grow into adults ☐ I can describe the life cycle of some living things (bird:chicken, insect, mammal, amphibian, reptile) ☐ I can explain the basic needs of animals, including humans for survival (water, food, air). ☐ I can describe why exercise, balanced diet and hygiene are important for humans. 	<ul style="list-style-type: none"> ☐ I can observe changes across the four seasons. ☐ I can name the four seasons in order. ☐ I can observe and describe weather associated with the seasons. ☐ I can observe and describe how day length varies and why. ☐ I can explain and understand sun safety. 	<ul style="list-style-type: none"> ☐ I can name the petal, stem, leaf, bulb, flower, seed, stem and root of a plant. ☐ I can identify and name common UK plants and trees. ☐ I can recognise and compare deciduous and evergreen trees. ☐ I can name the trunk, branches and root of a tree. ☐ I can describe the parts of a plant (roots, stem, leaves, flowers). 	<ul style="list-style-type: none"> ☐ I can point out some of the differences between animals. ☐ I can sort living things and non-living things. ☐ I can identify and name a variety of common animals ☐ I can describe how an animal is suited to its environment. ☐ I can identify and name and classify a variety of common animals that are carnivores, herbivores and omnivores. ☐ I can name the parts of the human body I can see. ☐ I can identify the main parts of the human body and link them to my senses. ☐ I can name the parts of an animal's body ☐ I can name a range of domestic animals. ☐ I can compare the bodies of different animals. 	<ul style="list-style-type: none"> ☐ While exploring, I can ask and where appropriate answer questions. ☐ I can use practical resources to conduct fair tests. ☐ I can use my observations to compare and group objects and living things. ☐ I can observe and take measurements using comparisons and non-standard units. ☐ I can record my observations using photographs, videos, labelled diagrams or in writing. ☐ I can record my measurements using tables, pictograms, tally charts and block graphs. ☐ I can offer conclusions about data by recognising 'biggest and smallest, best and worst'. ☐ I can use my knowledge and experiences to support my data collected to answer a question. ☐ I can use my results to draw simple conclusions and raise further questions. ☐ I can report on my findings using oral and written explanations.



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National Curriculum	<ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions
Key Assessments	<ul style="list-style-type: none"> - I can describe what animals need to survive. - I can explain that animals grow and reproduce - I can explain why animals have offspring which grow into adults - I can describe the life cycle of some living things (bird:chicken, insect, mammal, amphibian, reptile) - I can explain the basic needs of animals, including humans for survival (water, food, air). - I can describe why exercise, balanced diet and hygiene are important for humans. 	<ul style="list-style-type: none"> - I can describe the simple physical properties of a variety of everyday materials. - I can compare and group a variety of materials based on their simple physical properties. - I can explore how the shapes of solid objects can be changed. - I can say which materials are natural, which are man-made and make comparisons. - I can find out about people who developed useful new materials? - I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. - I can explain how things move on different surfaces. 	<ul style="list-style-type: none"> - I can describe what plants need to survive. - I can observe and describe how seeds and bulbs grow into mature plants. - I can find out & describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> - I can match certain living things to the habitats they are found in. - I can explain the differences between living and non-living things. - I can decide whether something is living, dead or non-living. - I can describe some of the life processes common to plants and animals, including humans. - I can describe how a habitat provides for the basic needs of things living there. - I can describe a range of different habitats. - I can describe how plants and animals are suited to their habitat. 	<ul style="list-style-type: none"> - While exploring, I can ask and where appropriate answer questions. - I can use practical resources to conduct fair tests. - I can use my observations to compare and group objects and living things. - I can observe and take measurements using comparisons and non-standard units. - I can record my observations using photographs, videos, labelled diagrams or in writing. - I can record my measurements using tables, pictograms, tally charts and block graphs. - I can offer conclusions about data by recognising 'biggest and smallest, best and worst'. - I can use my knowledge and experiences to support my data collected to answer a question. - I can use my results to draw simple conclusions and raise further questions. - I can report on my findings using oral and written explanations.