

Y2 Knowledge progression	Children working towards national standard...	Children working at national standard...	Children working beyond national standard... <i>*(taken from Lks2 NC)</i>
Living things in their habitats	<ul style="list-style-type: none"> know about similarities and differences in relation to living things talk about the features of their own immediate environment and how environments might vary from one another. make observations of animals and plants 	<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 and name a variety of plants and animals in their habitats, including micro-habitats 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 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"> <i>identify and name a variety of living things (plants and animals in the local and wider environment, using classification keys to assign them to groups</i> <i>give reasons for classifying plants and animals based on specific characteristics</i> <i>recognise that environments can change constantly changing and that this can sometimes pose dangers to specific habitats</i> <i>construct and interpret a variety of food chains, identifying producers, predators and prey</i>
Plants	<ul style="list-style-type: none"> They make observations of animals and plants...and talk about changes 	<ul style="list-style-type: none"> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. observe and describe how seeds and bulbs grow into mature plants 	<ul style="list-style-type: none"> <i>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</i> <i>investigate the way in which water is transported within plants</i>
Animals including humans	<ul style="list-style-type: none"> know about similarities and differences in relation to living things make observations of animals and plants and explain why some things occur, and talk about changes. 	<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, 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"> <i>recognise that environments can change and that this can sometimes pose dangers to living things</i> <i>Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food: they get nutrition from what they eat</i>
Uses of everyday materials	<ul style="list-style-type: none"> Know about similarities and differences in relation to materials 	<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"> <i>compare and group together different kinds of rocks on the basis of their simple physical properties</i> <i>recognise that soils are made from rocks and organic matter</i> <i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> <i>compare and group materials together, according to whether they are solids, liquids or gases</i> <i>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</i> <i>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</i>