**Assessment Wheel – Science**

**Year 2 Cogs**

Working Scientifically – Ideas and Evidence

Working Scientifically - Planning

Working Scientifically – Obtaining and Presenting Evidence

Working Scientifically – Considering Evidence and Evaluating

The opportunities for working scientifically should be provided across Years 1 and 2 so that the expectations of the programme of study can be met by the end of Year 2. Pupils are not expected to cover each aspect for every area of study.

All living things and their habitats

Animals, including humans

Plants

Uses of everyday materials

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| **YEAR 2** |  |  |  |  |  |  |
| **Working**  **Scientifically**  **Ideas and evidence** | I can ask simple questions and recognising that they can be answered in different ways. | I can ask relevant questions and using different types of scientific enquiries to answer them. |  |  |  |  |
| **W S**  **Planning**  **Experimental**  **Work** | I can identify and classify. I can perform simple tests using simple equipment, observing closely. | I can set up simple practical enquiries, comparative and fair tests making accurate and careful observations. | I can take accurate measurements using standard unit. |  |  |  |
| **W S**  **Obtaining and**  **Presenting**  **Evidence** | I can gather and record data to help in answering questions. | I can gather, record, classify and present data in a variety of ways to help in answering questions. | I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |  |  |
| **W S Considering**  **Evidence and**  **Evaluating** | I can use my observations and ideas to suggest answers to questions | I can use results to draw simple conclusions and suggest improvements | I can suggest new questions and predictions for new values in my results. I can identify differences, similarities or changes using my knowledge of scientific ideas and processes. . |  |  |  |
| **All living things and their habitats** | I can explain what is living, what is dead and what has never been alive. I can sort and group things I find in a habitat according to whether it is living dead or never been alive. | I know that a habitat is a suitable home to plants and animals.  Over the course of the year I can observe and record changes in a habitat. | I can describe different habitats and explain the needs of the plants and animals that live there. | I know that a micro habitat is a very small habitat that is part of a larger habitat, such as woodlice living under a log. | I can explain how animals get their food from plants and other animals. I can organise this information into a simple food chain starting with plants and naming the different foods. | I am beginning to recognise the seven life processes of living things. It is these but the correct scientific names will need explaining. **(Movement, Respiration or exchange of gasses, Sensitivity, Nutrition or eating or making food, Excretion, Reproduction and Growth.)** |
| **Animals including Humans** | I can observe and record how young animals change as they get older.  Examples are egg, chick chicken, tadpole, frog | I know what foods I need to eat to stay healthy and grow well. | I can explain why it is important to keep clean, exercise and eat well to stay healthy. | I can find out what other animals need to have to stay alive and healthy.  (contact with local vets RSPCA,) |  |  |
| **Plants** | I know that plants produce seeds and that seeds grow into new plants. I know that some plants grow from bulbs. | I can describe what I see when a plant grows and record my observations in a table. | I can test to find out what seeds and bulbs need to have to grow. | I can complete a comparative test over time to show what a plant needs to grow well. | I can observe and record the changes in plants in my local environment over a year. |  |
| **Uses of everyday materials** | I know that because of the properties of some materials, they can be used for more than one thing. | I know that different materials may have similar properties so some items can be made out of different materials. E.g. chairs, spoons, | I know that the properties of some materials make them unsuitable to use in some situations. | I can predict, observe and describe what happens to some materials when they are heated, looking at changes. | I know the dangers of hot water or flames. | I can find out about inventors who have made useful new materials. |

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