

Science Assessment Guidance

Statements highlighted in yellow refer to our end of key stage 'pupil can' assessment statements.

Year 2 Science Assessment Record

To judge that a pupil is working at the expected standard in science, teachers need to have evidence which demonstrates that the pupil meets **all** of the 'working scientifically' statements and **all** of the 'science content' taught in the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.

Working Scientifically: working at the expected standard (end of KS1 descriptors)

ask their own questions about what they notice

use different types of scientific enquiry to gather and record data, using simple equipment where appropriate to answer questions including:

- observing changes over time
- noticing similarities, differences and patterns
- grouping and classifying things
- carrying out simple comparative tests
- finding things out using secondary sources of information

communicate their ideas, what they do and what they find out in a variety of ways

Science Content: working at the expected standard (end of KS1 descriptors)

name and locate parts of the human body, including those related to the senses (Y1 Animals)

describe the importance of exercise, balanced diet and hygiene for humans (Y2 Animals)

describe the basic needs of animals for survival (Y2 Animals)

describe the main changes as young animals, including humans, grow into adults (Y2 Animals)

describe basic needs of plants for survival and the impact of changing these (Y2 Plants)

describe the main changes as seeds and bulbs grow into mature plants (Y2 Plants)

identify whether things are alive, dead or have never lived (Y2 Living Things)

describe and compare the observable features of animals from a range of groups (Y1 Animals)

group animals according to what they eat (Y1 Animals)

describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships (Y2 Living Things)

describe seasonal changes (Y1 Seasonal Changes)

name different plants and animals (Y2 Plants / Y2 Living Things)

describe how different plants and animals are suited to different habitats (Y2 Living Things)

distinguish objects from materials, describe their properties (Y1 Materials)

identify and group everyday materials, and compare their suitability for different uses (Y2 Materials)