

National Curriculum-Progression in Science	VOCABULARY	YEAR TWO
Knowledge	<p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Yellow - words <u>most</u> children will already know  Green - new vocabulary to teach and assess against  Blue - aspirational vocabulary</p>	<p style="text-align: center;">Specifics (e.g. which animals/plants are you focusing on?)</p>
<p><u>Living Things and their Habitats</u></p> <p>LH1 explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>LH2 identify that most living things live in habitats to which they are suited</p> <p>LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>LH5 describe how animals obtain their food from plants and other animals</p> <p>LH6 understand a simple food chain, and identify and name different sources of food.</p>	<p><b>Yellow:</b> living, dead, pond, insect, carnivore, omnivore, basic needs, herbivore,</p> <p><b>Green:</b> habitat, energy, food chain, predator, prey, woodland, desert, micro, life processes, coastal, alive</p> <p><b>Blue:</b> producer, consumer, adaptation, sources</p>	<p>Ocean habitat  Coastal habitat  Woodland habitat  Micro habitat</p> <p>Basic food chains (3 stages)</p>
<p><u>Plants</u></p> <p>P1 observe and describe how seeds and bulbs grow into mature plants</p> <p>P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Yellow:</b>Growth, Water, Light, Seeds, soil, roots, sunlight, leaf, flower, stem, tree</p> <p><b>Green:</b> temperature, bulbs, seedling, shoot, wither, suitable, bud, condition</p>	<p>Broad bean plant  Daffodil bulb  Oak Tree</p> <p>Plant conditions experiment - no light but water, water but no light, both and neither for bulbs and seeds</p>

	<p>Blue: nutrients, seed dispersal</p>	
<p><u>Animals including Humans</u>          AH1 notice that animals, including humans, have offspring which grow into adults          AH2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)          AH3 describes the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Yellow: Adult, Baby, Water, Air, Food, Growth, Exercise, Kitten, Calf, Puppy, meat, vegetables, Young, toddler, child, teenager</p> <p>Green: Offspring, Hygiene, Survival, balanced diet, elderly, heart rate, healthy, unhealthy</p> <p>Blue: nutrients, vitamins, reproduce, nutrition</p>	<p>Life cycle of humans</p> <p>Life cycle of a chicken</p>
<p><u>Uses of Everyday Materials</u>          EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses          EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Yellow: hard, Soft, rough, smooth, waterproof, shiny, wood, plastic, glass, brick, rock, paper, cardboard, foil, material, object</p> <p>Green: squashing, twisting stretching, stiff, bending, shiny, dull, metal, elastic, suitability, see through, properties</p> <p>Blue: absorbent, opaque, transparent, translucent, reflective</p>	