An Daras Multi Academy Trust

Assessing Pupil Progress – Science (Y2)

Integrated Curriculum Scheme of Learning - 2016	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Science**
Year Group:	**Year 2**
Agreed and Approved:	**January 2016**
Leader Review Date:	**January 2017**
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Science Scheme of Learning 15 ADMAT Non-Negotiable 14 Progression Frameworks for Science Science Policy 15

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT/ARE Year 2 Science	Pupil Name: Class Teacher:	**Term 1**	**Term 2**	**Term 3**	Are Related Expectation Key:	**NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Working scientifically	**B/Biology**	**C/Chemistry**	**D/Physics**
A1. Ask simple questions and recognise that they can be answered in different ways	**B1.** Explore and compare the differences between things that are living, dead, and things that have never been alive	**C1.** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	
EM 1 / **TI 2** / **EXP 3** / **EXC 4**	**EM 1** / **TI 2** / **EXP 3** / **EXC 4**	**EM 1** / **TI 2** / **EXP 3** / **EXC 4**	
A2. Observe closely, using simple equipment	**B2.** 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	**C2.** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	
EM 1 / **TI 2** / **EXP 3** / **EXC 4**	**EM 1** / **TI 2** / **EXP 3** / **EXC 4**	**EM 1** / **TI 2** / **EXP 3** / **EXC 4**	
A3. Perform simple tests	**B3.** Identify and name a variety of plants and animals in their habitats, including microhabitats		
EM 1 / **TI 2** / **EXP 3** / **EXC 4**	**EM 1** / **TI 2** / **EXP 3** / **EXC 4**		
A4. Identify and classify	**B4.** 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		
EM 1 / **TI 2** / **EXP 3** / **EXC 4**	**EM 1** / **TI 2** / **EXP 3** / **EXC 4**		
A5. Use observations and ideas to suggest answers to questions	**B5.** Observe and describe how seeds and bulbs grow into mature plants		

EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**								
A6. Gather and record data to help in answering questions				**B6.** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy											
EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**								
				B7. Notice that animals, including humans, have offspring which grow into adults											
				EM 1	**TI 2**	**EXP 3**	**EXC 4**								
				B8. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)											
				EM 1	**TI 2**	**EXP 3**	**EXC 4**								
				B9. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene											
				EM 1	**TI 2**	**EXP 3**	**EXC 4**								