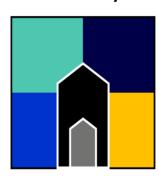
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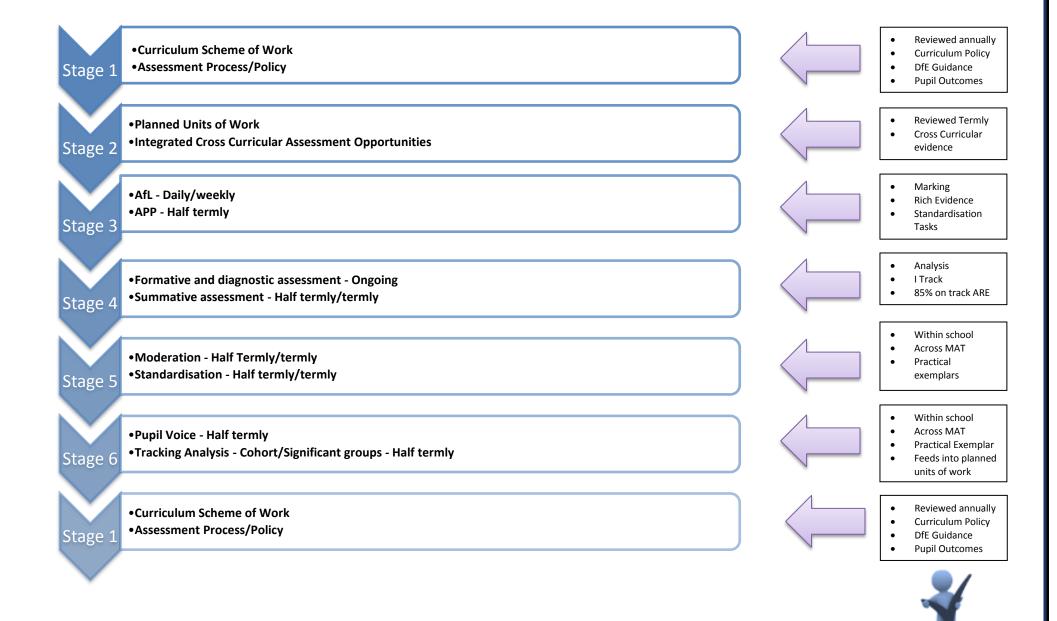




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Assessing Pupil Progress – Science (Y2)

| 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 |



| 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/Workir | ng scientific | cally | | B/Biology | | | | C/Chemis | try | | | D/Physics | | | |
| A1. Ask simple questions and recognise | | | | B1. Explore | and compa | re the differ | ences | C1. Identif | y and comp | are the suit | ability of a | | | | |
| that they ways | can be ans | wered in di | fferent | | nings that ar have never | e living, dea been alive | d, and | wood, me | tal, plastic, | aterials, incl glass, brick, for particula | rock, | | | | |
| EM | TI | EXP | EXC | EM | TI | EXP | EXC | EM | TI | EXP | EXC | | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | |
| A2. Obser | | using simpl | e | 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 | TI | EXP | EXC | EM | TI | EXP | EXC | EM | TI | EXP | EXC | | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | |
| A3. Perfo | rm simple | tests | | | their habita | a variety of p | olants and | | | | • | | | | |
| EM | TI | EXP | EXC | EM | TI | EXP | EXC | | | | | | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | | | | | |
| A4. Identi | ify and clas | sify | | from plants of a simple | s and other | nals obtain the animals, usine and identify and | ng the idea | | | | | | | | |
| EM | TI | EXP | EXC | EM | TI | EXP | EXC | | | | | | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | | | | | |
| A5. Use observations and ideas to suggest answers to questions | | | | | e and descr into matur | ibe how seed e plants | ds and | | | | | | | | |

| EM 1 | TI 2 | EXP 3 | EXC 4 | EM 1 | TI 2 | EXP 3 | EXC 4 | | | | | |
|---------|-----------------------------|----------|----------|--------------|--|--|----------|--|--|--|--|--|
| | er and recor g questions | | elp in | water, light | | be how plan ble tempera | | | | | | |
| EM 1 | TI 2 | EXP 3 | EXC 4 | EM 1 | TI 2 | EXP 3 | EXC 4 | | | | | |
| | | | | | | s, including h row into adu | | | | | | |
| | | | | EM 1 | TI 2 | EXP 3 | EXC 4 | | | | | |
| | | | | needs of ar | | describe the ding humans nd air) | | | | | | |
| | | | | EM 1 | TI 2 | EXP 3 | EXC 4 | | | | | |
| | | | | exercise, ea | escribe the importance for humans of ise, eating the right amounts of different of food, and hygiene | | | | | | | |
| | | | | EM 1 | TI 2 | EXP 3 | EXC 4 | | | | | |