Enquiry Skills Progression – Y2

	Observe changes over time	Pattern seeking	Grouping and classifying	Comparative Tests	Secondary Sources/Research
Living things and their habitats	Explore animals in micro-habitats throughout the year (under rocks, logs, bushes and long grass) Explore plants in micro-habitats throughout the year *How did George Washington Carver use science to improve farming in America?*	Children generate questions for investigation. E.g. Are there more daisies in the meadow or field? Where do you see more ivy? Where do you see more butterflies? Where do snails live? *What conditions do woodlice prefer to live in?* *Which habitat do worms prefer – where can we find the most worms?*	Find things that are living/dead/things that have never been alive. Classify things found in the environment using own criteria leading to living, dead, never been alive. Classify minibeasts fund in the environment based on physical structure. Classify plants found in the environment. *How would you group these plants and animals based on what habitat you would find them in?*	*Do amphibians have more in common with reptiles or fish?*	Use secondary sources to name plants, animals seen in local environment. Research what animals they have first-hand experience of eat. *How does a cactus survive in a desert with no water?* *How does the habitat of the Arctic compare with the habitat of the rainforest?* **Famous Scientists:** Rachel Carson- Marine Pollution Liz Bonnin Conservationist
Plants	Plant seeds and bulbs and observe how they grow. *What ideas did botanist Alan Tansley have about habitats in 1935?*	Children generate questions for investigation such as: Do big seeds germinate more quickly? Does it matter which way round you plant a bulb or seed? Which comes first, the root or shoot? *Do bigger seeds grow into bigger plants?*	Based on children's own criteria: classify seeds/bulbs *How can we identify the trees that we observe on our tree hunt?*	*Do cress seeds grow quicker inside or outside?* *Is there the same level of light in the evergreen wood compared with the deciduous wood?*	Look at packets to decide how to plant and care for seeds e.g. how much water do they need? Do they need shade or full sun? *How does a cactus survive in a desert with no water?* **Famous Scientists:** Captain Cook- Botanists Agnes Arber Botanist

					Alan Titchmarsh- Botanist & Gardener
Animals including humans	Observe a life cycle (caterpillars, chicks, farm animals) *History link- children's own timeline. Look at photos from when they were babies and discuss how they have physically changed.*		Classify food item- should they be consumed regularly or as a treat? Classify animals- are they carnivores, omnivores or herbivores?		Research adult animals and their young e.g. googling pictures and names of animals babies – swan and cygnet. *What do you need to do to look after a pet dog/cat/lizard and keep it healthy?* **Famous Scientists:** Florence Nightingale Pioneer of modern nursing in GB Elizabeth Garrett Anderson - First British female physician and surgeon Steve Irwin -Wildlife expert Robert Winston Human Scientist
Uses of everyday materials	*How has glass making changed since it was first made in ancient Egypt?* *How have the materials that humans used for tools changed since the Stone Age?*		Based on children's own criteria, classify materials based on their properties e.g rigid, flexible, waterprrof, absorbent, etc. *Which materials are shiny and which are dull?*	Test materials for different uses. History link: E.g. Which material would make the most suitable castle? Strong, sturdy, weatherproof, must be able to withstand an attack. *Which shapes make the strongest paper bridge? Which material would be best for the roof of the little pig's house?*	*Discussion- why are certain object made out of certain materials? E.g why is a window made from glass? Why is a pan made from metal?* **Famous Scientists:** Charles Macintosh- Waterproof material John MacAdam- Tarmac