Year 2 Science

Student assessment

Living things, materials, forces, observation and fair testing.

Suggested time: 30–40 minutes

Name: _____ Date: _____

Instructions: Try your best. You may draw, write or explain your thinking. Ask an adult to read instructions if needed.

Living things and habitats

1. A plant by the window grows towards the light. What do you observe? Why might this happen?

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2. Name two things a plant needs to grow. How could you check whether water makes a difference?

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3. A pond is home to fish, frogs and insects. Give one reason the pond is a suitable habitat for one of these animals.

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Materials and changes

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4. A spoon is made of metal and a raincoat is made of waterproof fabric. Explain why each material is useful.

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5. Which of these might dissolve in water: sand, sugar, small stones? How would you find out?

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6. An ice cube is left on a plate in a warm room. Predict what happens and explain why.

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Forces and investigation

7. You push a toy car gently and then harder. What difference do you predict? What should you keep the same to make a fair comparison?

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8. Two paper planes are made from different paper. How could you test which travels farther? Name one thing you would measure.

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9. You see three shadows at different times of day. What might cause their lengths to change?

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Scientific thinking

10. A class says: "Seeds grow faster in the dark." What evidence would you need before agreeing?

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11. Draw or describe a simple table for recording plant height over four days.

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12. Describe one experiment you would like to try. Write a question, a prediction and what you would observe.

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Parent Guide | Year 2 Science

How to use this assessment

Keep the experience encouraging and flexible. Allow breaks. For the first attempt, avoid giving the answer. Record whether the child worked independently, needed a hint, or needed a demonstration.

Suggested answers and what to look for

1. Plants may bend toward light; credit observations and age-appropriate explanation.
2. Water and light are examples; compare similar plants while changing only water.
3. Food, shelter, water or other habitat needs.
4. Metal is rigid/durable; raincoat fabric resists water.
5. Sugar dissolves; compare by stirring equal amounts in equal water.
6. Melts into liquid water as it warms.
7. May travel farther/faster; keep car, surface and starting position constant.
8. Use same launching method; measure distance.
9. Sun position/light angle changes during the day.
10. Controlled comparisons, repeated observations and measured growth.
11. Columns for day and plant height with units, and rows for four days.
12. Accept testable, safe ideas with observable outcomes.

What to observe

Focus on observation versus inference, fair comparisons, evidence, vocabulary and ability to explain a prediction. No practical experiment is required during this paper.

Simple recording guide

For each question, mark: I = independent; P = completed after a prompt; S = completed with support; N = not yet. Write down the child’s explanation, not just whether the final answer was correct.

Suggested next steps

Choose one or two skills to practise through short, enjoyable activities. Revisit similar questions after a few weeks. A single assessment does not determine a child’s ability or future potential.

Parent notes

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