




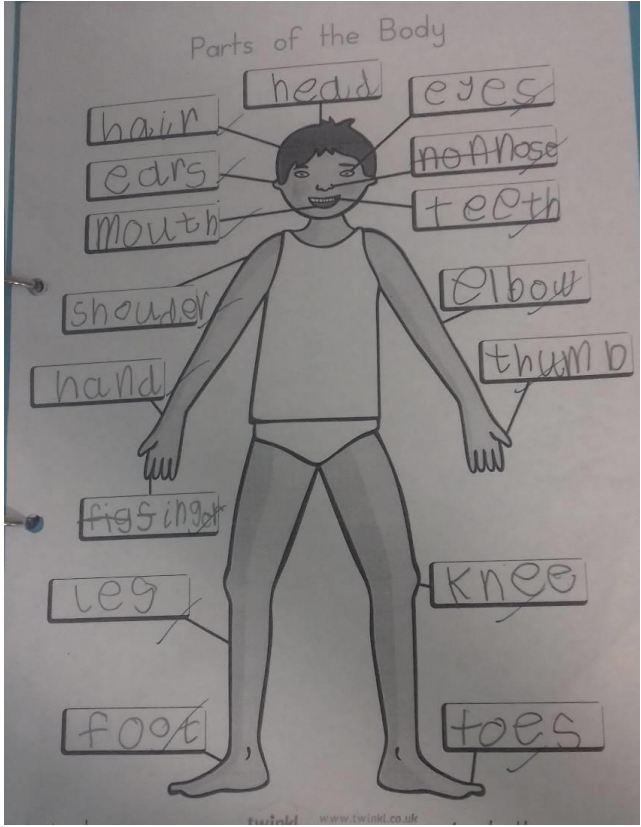
## Examples of Work


Eva

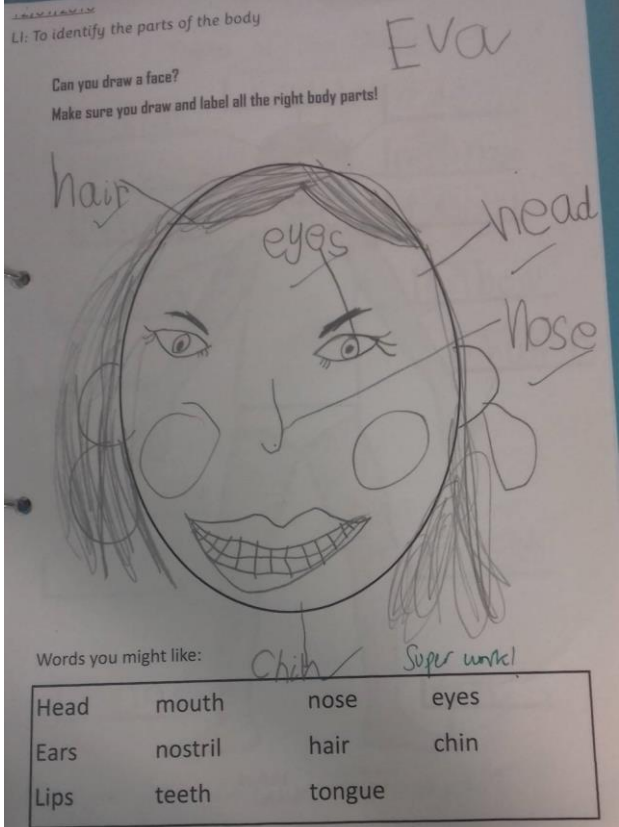
Animals including humans - Year 1





	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>			
	Description of activity			
	<p>The class first sang some familiar songs about body parts and played 'Simon says ...' with the teacher taking the lead. The children then worked with a partner and took it in turns to point to a part of their body and name it. The children were then asked to label the body using labels that they were given on the table.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Eva identifies, names and labels the basic parts of the human body.
<p>During the talk activity, Eva was able to name many parts of her body that were then not recorded on the sheet, such as ankle and neck.</p>		Working scientifically

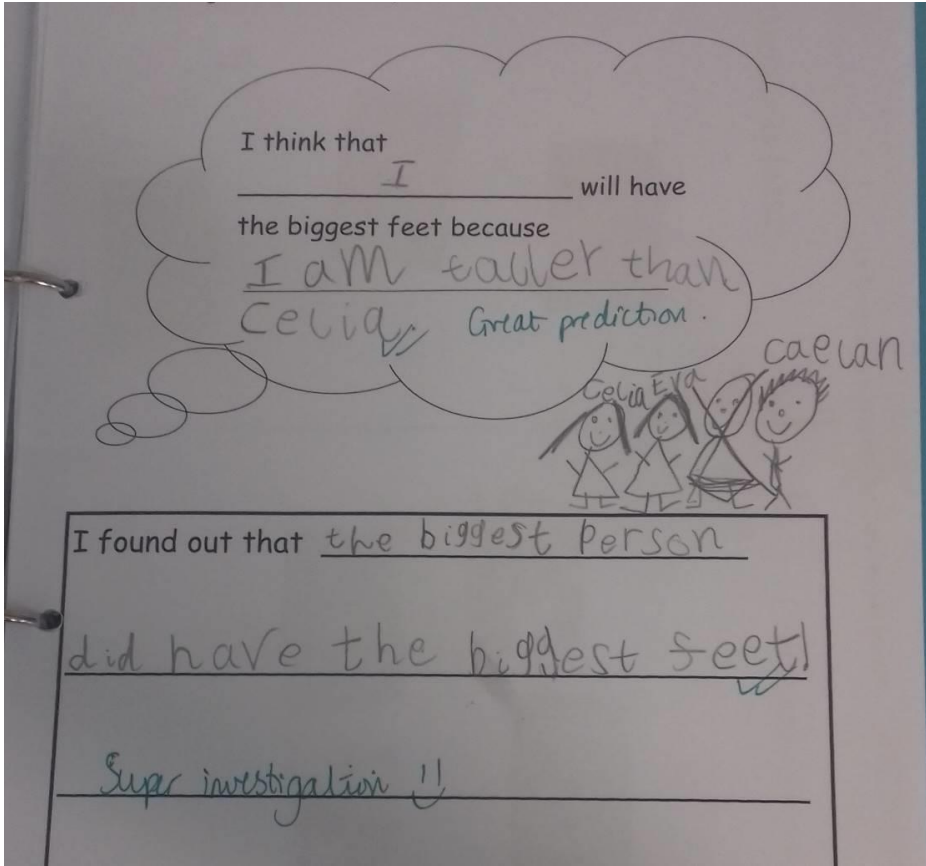
	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>			
	Description of activity			
The children were given a mirror and asked to look at their faces closely. They were then asked to draw and label their features on the outline provided.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Eva does not draw all the parts given, but does draw many features accurately, particularly the eyes which are shaped well and include the iris and pupil.</p>
Teacher observations		Working scientifically
<p>Eva does not include mouth, teeth and ears, but these have been previously labelled.</p> <p>To date, Eva has not identified nostrils, lips and tongue.</p>		<p>Eva makes close observations.</p>

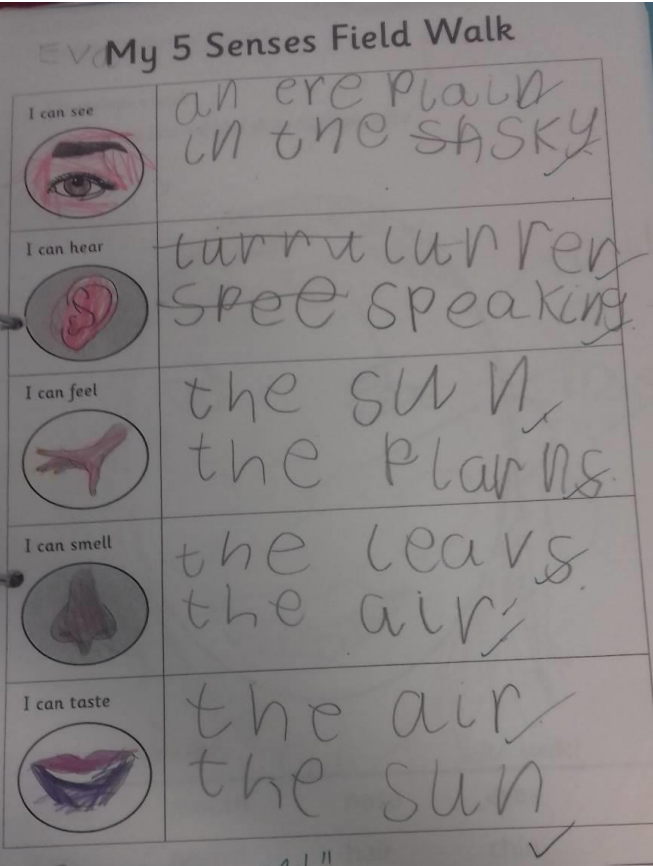
	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>			
	Description of activity			
	The children were then asked to compare their facial features with a partner's in preparation for talking about their partner. This short video clip shows Eva talking about her friend.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Eva identifies and names a range of features on her friend's face.
Teacher observations		Working scientifically
	Click <a href="#">here</a> to play video.	


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	Description of activity			
The children were asked to think about whether they would have bigger feet than their partner. They were given time to make observations to check their ideas. They were then asked to think about other parts of their body.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"My hands are also bigger than Celiq's. Caelan is taller than me because he has longer legs."</p>		<p>.</p>
Teacher observations		Working scientifically
		<p>Eva compared her feet with her partner's and noticed they were bigger when they put them together. When they stood up, she found she was taller. She recognised that this matched her idea.</p>


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	Description of activity			
The children were already aware of their 5 senses as they had learnt about these in Reception. They were taken outside so that they could focus on each sense in turn and identify what they noticed in particular when they used one sense.				

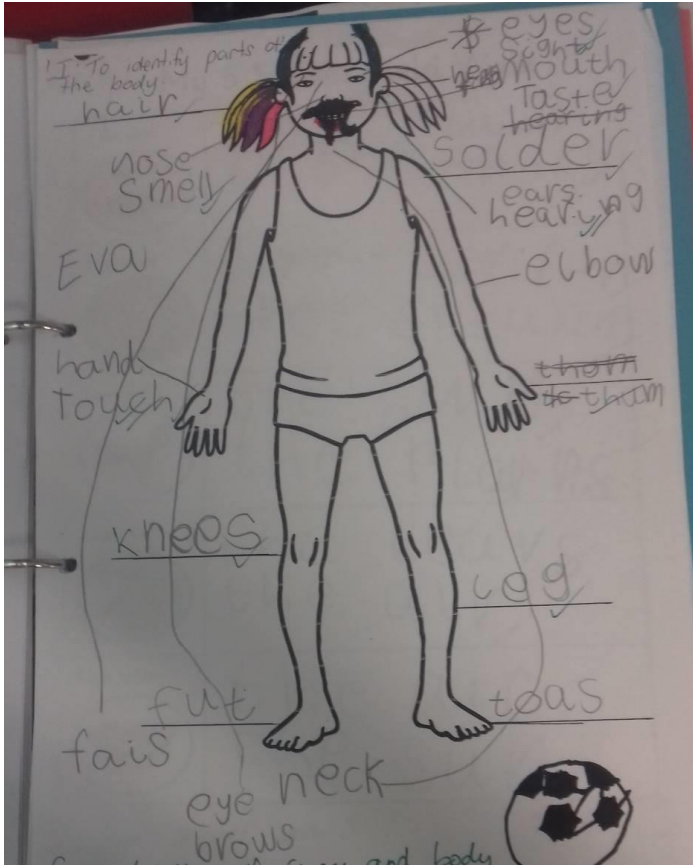
EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I can't really taste the sun, but I can feel it is hot on my skin. The air doesn't taste of anything, but I can feel it in my mouth if I try to eat it, like this."</p>		<p>Eva identifies things that she notices using different senses.</p>
Teacher observations		Working scientifically
		<p>Eva records her observations using a prepared table.</p>


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	Description of activity			
	<p>The children were asked to close their eyes and their partner guided them to feel one of the materials on the feely board with a part of their body. They were then asked to identify which material they had felt. They repeated this with different materials and different parts of their bodies.</p>			

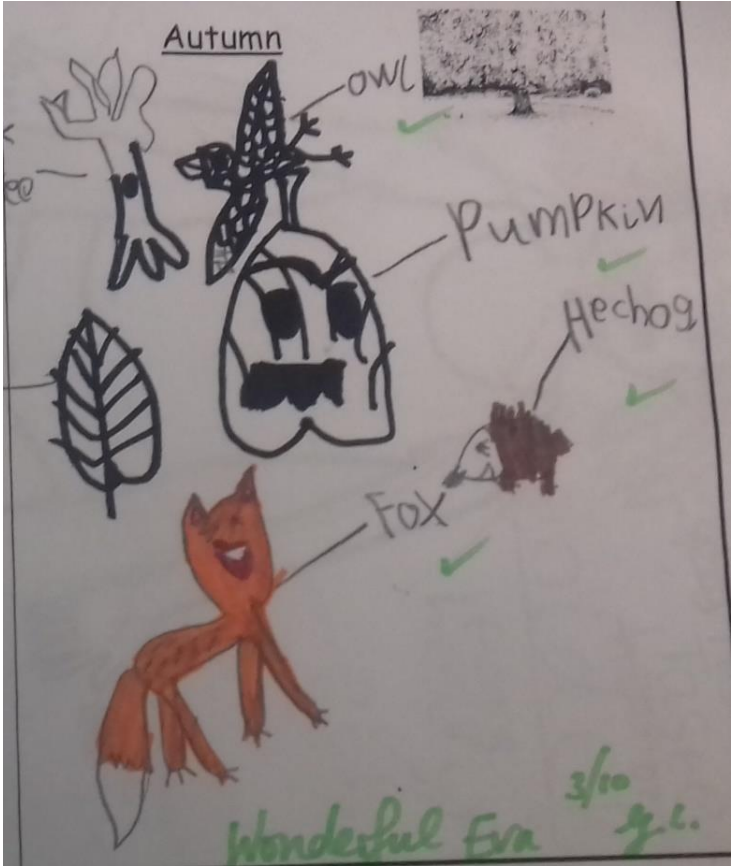
EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“My elbow is really bad at feeling. My nose was quite good. Your fingers are the best at feeling. I could match all the materials with my fingers.”</p>		<p>Eva is aware that she can feel with other parts of her body, but her fingers are the best.</p>
Teacher observations		Working scientifically




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	Description of activity			
	To encourage the children to reflect on their learning, they were given a similar diagram of the body to label as at the start of the topic. They were not given any labels as prompts and there were no arrows on the diagram to suggest to the children what parts to label.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>This time, Eva includes the parts of the body that are associated with each sense. She is secure on this statement.</p>
		Working scientifically
		Eva annotates the diagram with labels of the body parts linked to the relevant part with a line.

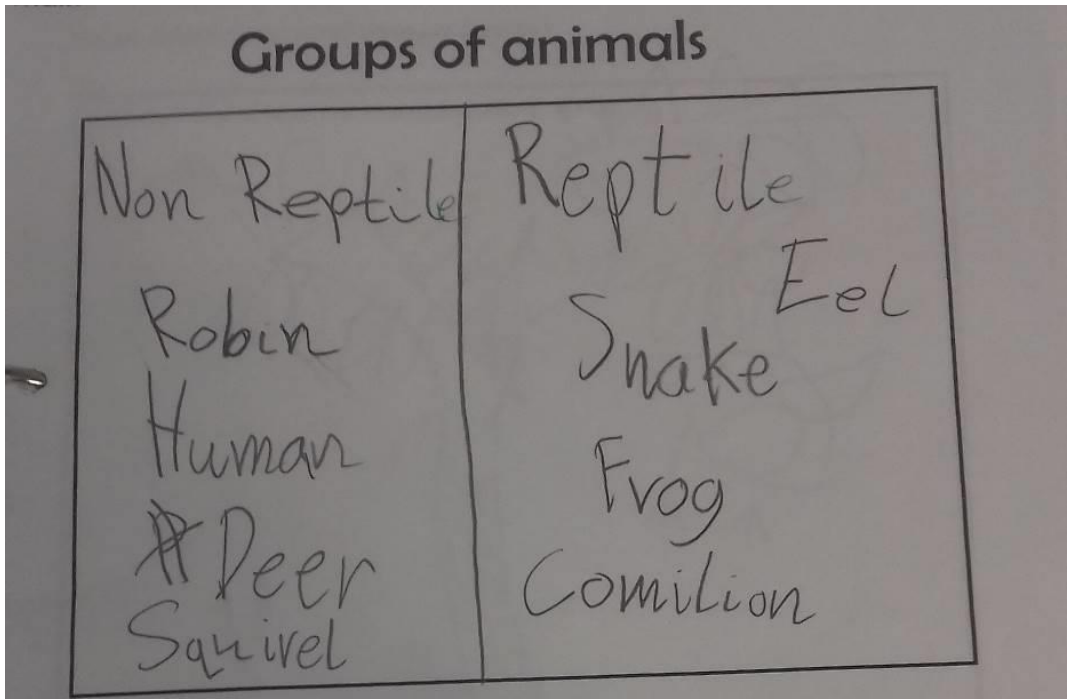
	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds.</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets).</li> </ul>			
	Description of activity			
	The children were asked to draw what they associated with Autumn as part of their seasonal change work.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Eva independently names three animals and draws them appropriately, showing that she knows their key features.</p>
		Working scientifically

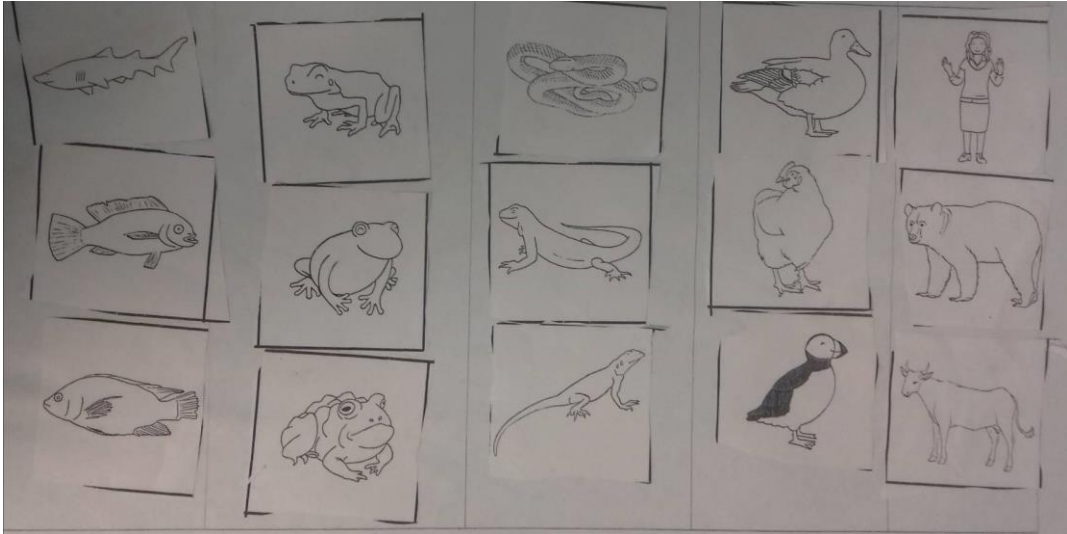
	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals, including fish, amphibians, reptiles, mammals and birds.</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets).</li> </ul>			
	Description of activity			
	Prior to this activity, the teacher asked the children to name animals and then found pictures of these animals for the children to sort.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	
		Knowledge
<p>Eva: “We first sorted by legs and no legs. The snake and clown fish had no legs. Then we did it by four legs and two. The owl and the robin have two legs. They are birds.”</p> <p>Teacher: “What else is the same about the birds?”</p> <p>Eva: “They have wings and fly. Only the clown fish lives under water.”</p>	        	<p>Eva names all the animals as she sorts and talks about their features.</p>
Teacher observations		Working scientifically
		<p>Eva identifies the animals and sorts them using criteria that she chooses.</p>

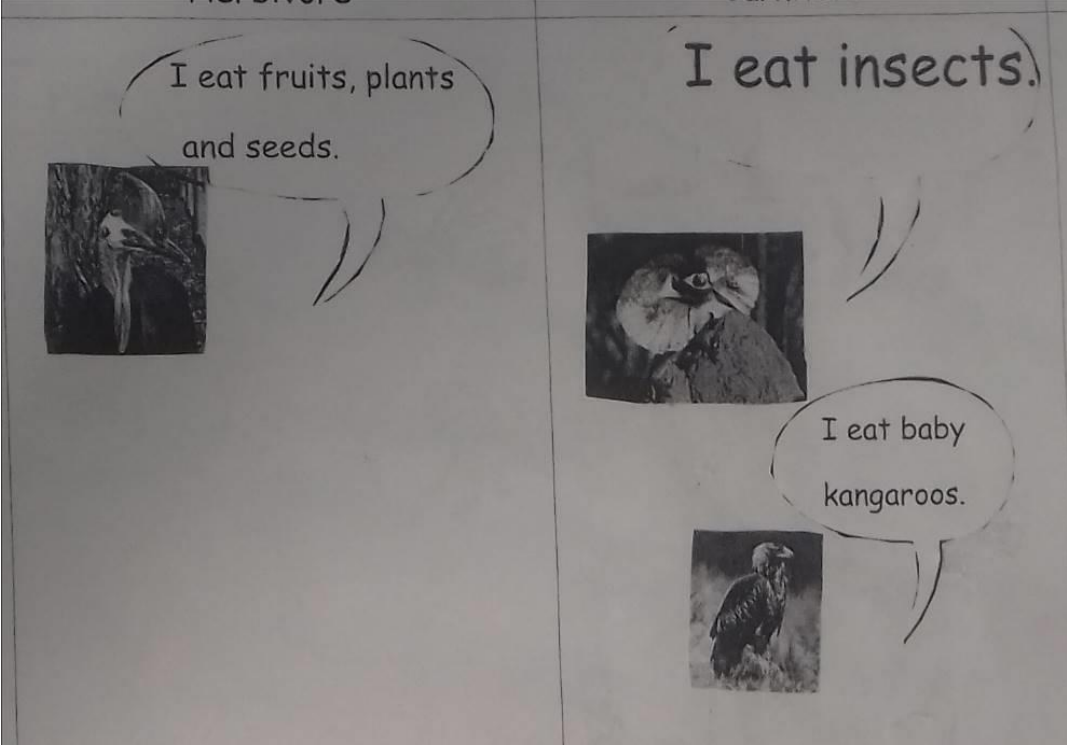
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	Description of activity			
	<p>Following on from the previous classification activity, the children were asked to choose their own criteria for sorting, select their own animals to include, and record their grouping in the box. The children have not been taught the word reptile. Eva independently chose to use this word.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Eva names animals from the vertebrate groups. She incorrectly classifies a frog and an eel as reptiles, but this does not mean she is not meeting the Year 1 statement.</p>
		Working scientifically
		<p>Eva chose to divide her box in two with a line and add headings to create a table.</p>


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	Description of activity			
The children were given images which they grouped together according to similarities in their structures.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The lady, bear and cow all have hair, but the birds have feathers. The shark and these other fish have gills, tails and fins. The chicken and duck are like this other bird as they have two legs and beaks.”</p>		<p>Eva is secure on naming a variety of animals, describing and comparing their structure and features.</p>
Teacher observations		Working scientifically


	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>			
	Description of activity			
	The children were given a sheet with pictures of animals with a speech bubble to show what they eat. The children were asked to think which animals they could group together.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Eva: "These two eat animals, but that one eats bits of plants."</p> <p>Teacher: "Which group would you belong to?"</p> <p>Eva: "I eat plants and animals, so I'm not like either of them."</p>		<p>Eva is showing awareness that animals eat different things. She is not yet secure with this statement.</p>
Teacher observations		Working scientifically

	Year	1	Topic	Animals, including humans
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	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>			
	Description of activity			
	The children were taken to a pet store to look at the animals and also to try and find out what they eat. They were asked to think about whether each animal ate plants, animals or both.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The rabbit has plants to eat. Look, he is eating a leaf. I didn’t like it when the snake was fed with the pinkies. The cat and dog food looks like meat. That comes from an animal.”</p>		<p>Eva is beginning to name animals that eat different types of food.</p>
Teacher observations		Working scientifically

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	Description of activity			
	<p>Later in the year, the children went on a trip to the zoo. They saw the lions and penguins being fed and also tried to identify what other animals were eating.</p>			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The penguins were given dead fish to eat. The lion was given meat from an animal. There was fruit on the ground for the monkeys to eat. Pigs eat plants and animals. I’d like to work in a zoo. It would be fun to feed the animals.”</p>		<p>Eva shows an understanding that animals eat different types of food. Some eat plants only; some eat other animals only; and some eat both. She can give examples of what animals eat. She is secure on this statement.</p>
Teacher observations		Working scientifically



## Overall summary

Secure

Eva has identified, named, drawn and labelled parts of her body during a range of activities. She associates each sense correctly with a part of her body. She can name animals from each of the vertebrate groups and can describe and compare their structure. She knows what some animals eat and is able to identify whether this is a plant or another animal.