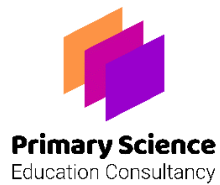





Examples of Work


Max

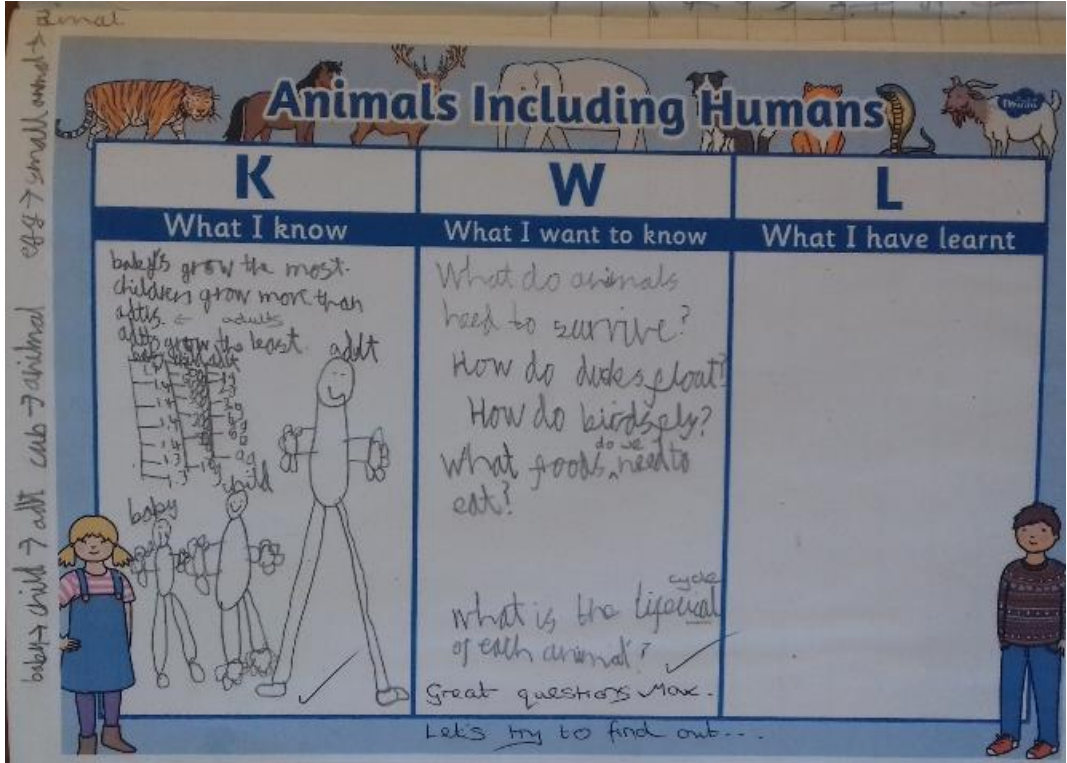
Animals, including humans - Year 2




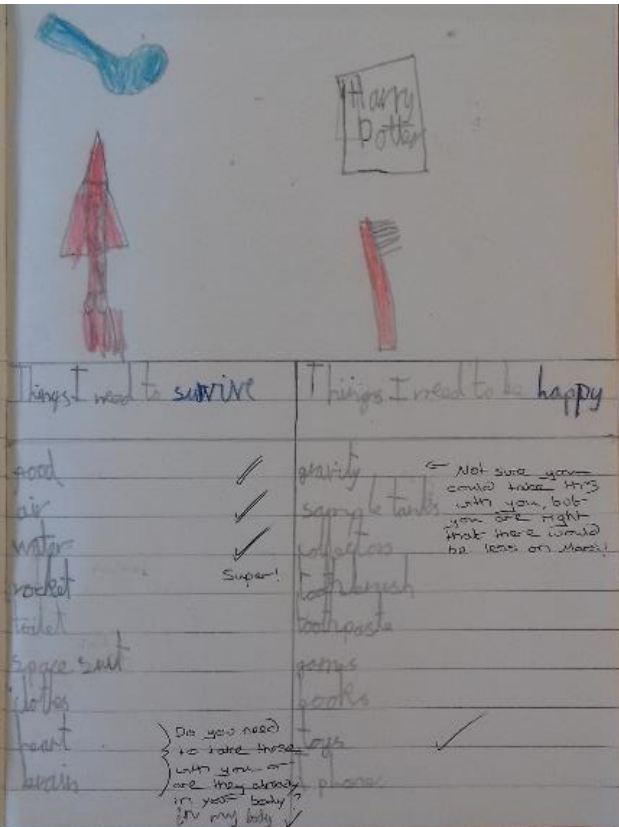
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	The teacher asked the children to imagine they were going on a trip to Mars and discuss what they would need to take with them.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“You need a rocket to get there. You will need a toilet. You’ll need a space suit.”</p>		<p>Max makes suggestions about the things that he would need to be able to get there.</p>
<p>Teacher observations</p>		<p>Working scientifically</p>


	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	The children completed a KWL grid after being prompted to think about how animals, including humans, change and what they need to stay alive and be healthy.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Max already has an awareness of some life cycles, which he wrote around the edge.</p> <p>Egg – small animal - animal Cub – animal Baby – child – adult</p>
		Working scientifically
		Max writes a range of questions relevant to the topic.

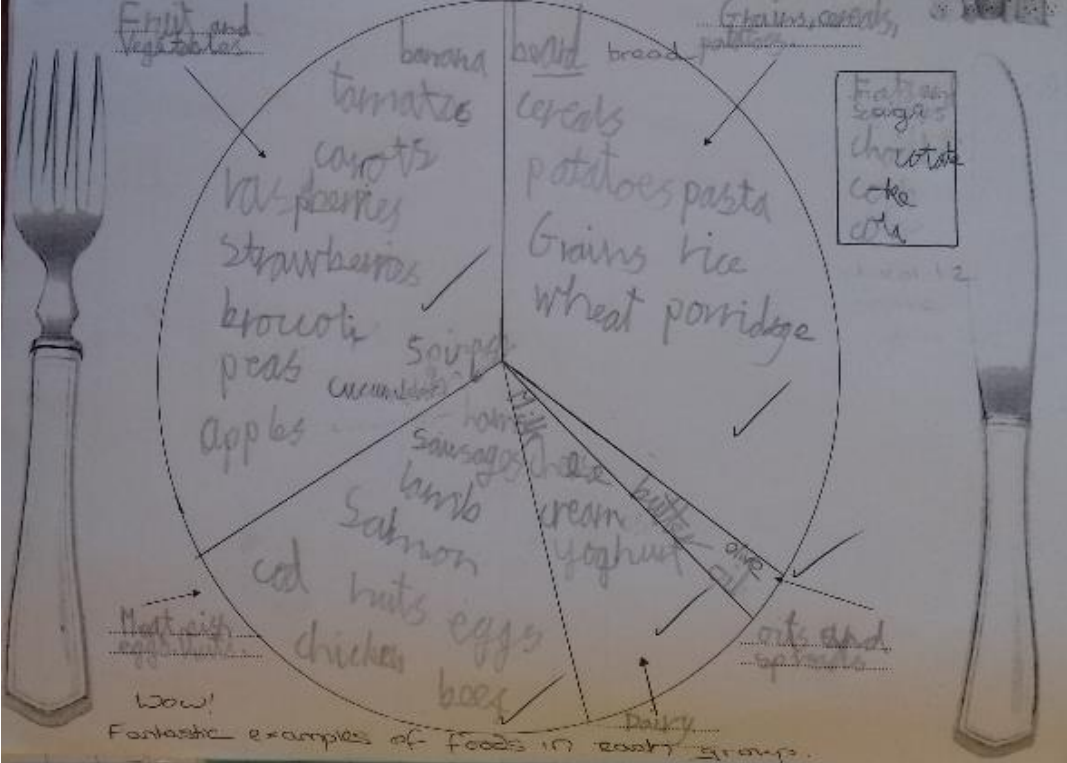
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	The children were then given more time to think about their Mission to Mars and what they would need to survive, and what would be nice to take to make them happier. They were given a few cards with images on to get them started.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“Without food and water, I would die. I need to breathe all the time too.”</p>		<p>Max chooses to write down “food”, “air” and “water” as the top things that he would need to survive, showing that he is beginning to meet the statement.</p> <p>The inclusion of a toothbrush and toothpaste provides evidence that he is also considering personal hygiene.</p>
Teacher observations		Working scientifically

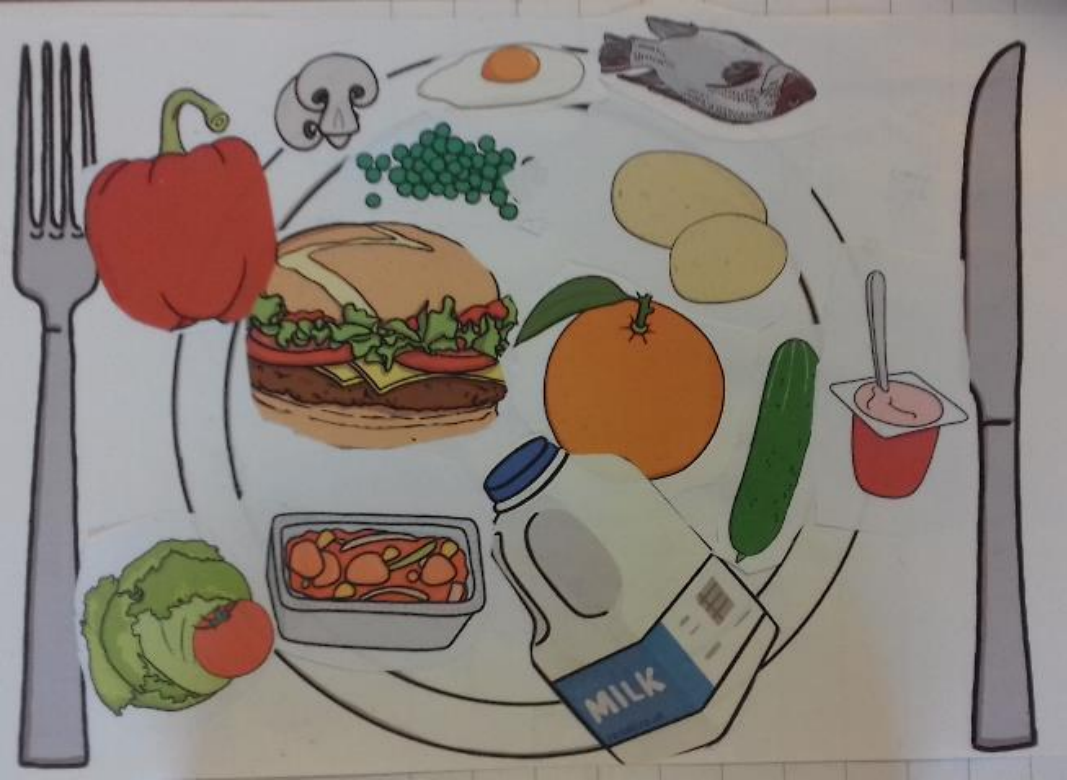
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
In small groups, the children were given pictures of different types of food and asked to sort them in different ways.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“Burgers and chips are not healthy. Fruit and vegetables are healthy.</p> <p>“Meat and fish go together – these come from animals. Ollie can’t eat them as he is a vegetarian and can’t eat them.</p> <p>“These are fruit and vegetables”</p>		<p>Max identifies meat, fish, vegetables and fruit, and shows an awareness of which foods are healthy and unhealthy.</p>
Teacher observations	Examples of work	Working scientifically
<p>Max’s group suggested sorting by healthy and not healthy. Max then suggested alternative ways of sorting.</p>		<p>Max suggests different ways to sort the food.</p>

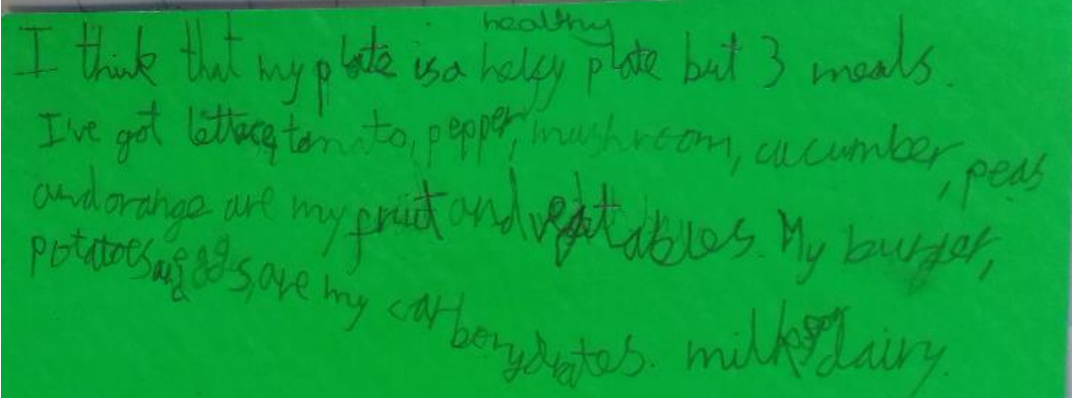
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	<p>In a class discussion, the children suggested what should be included in a healthy diet and what should be limited. They were then shown the Eatwell plate.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	
<p>"Fruit and vegetables are healthy. Don't eat ice cream and cakes."</p>		
Teacher observations	Working scientifically	
	<p>After seeing the Eatwell plate, Max correctly identifies his own examples to put in each part of the plate.</p>	

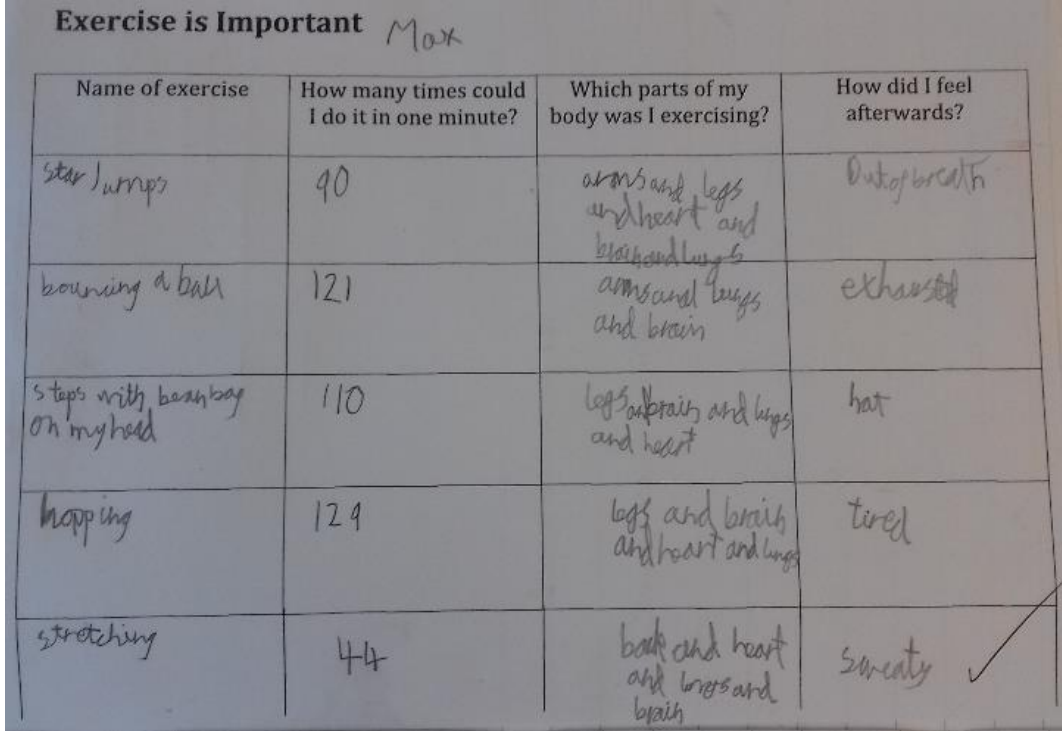
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	The children were given a selection of pictures which they could use to create a meal.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I have fruits and vegetables – orange, lettuce, tomato, pepper, mushrooms, peas. The egg, milk and yoghurt are dairy. I have some meat and fish. The burger has a bit of everything – meat, dairy, vegetables and bread, but it is bad for you as it has lots of fat."</p>		<p>Max securely names food from the different types of food.</p>
Teacher observations		Working scientifically

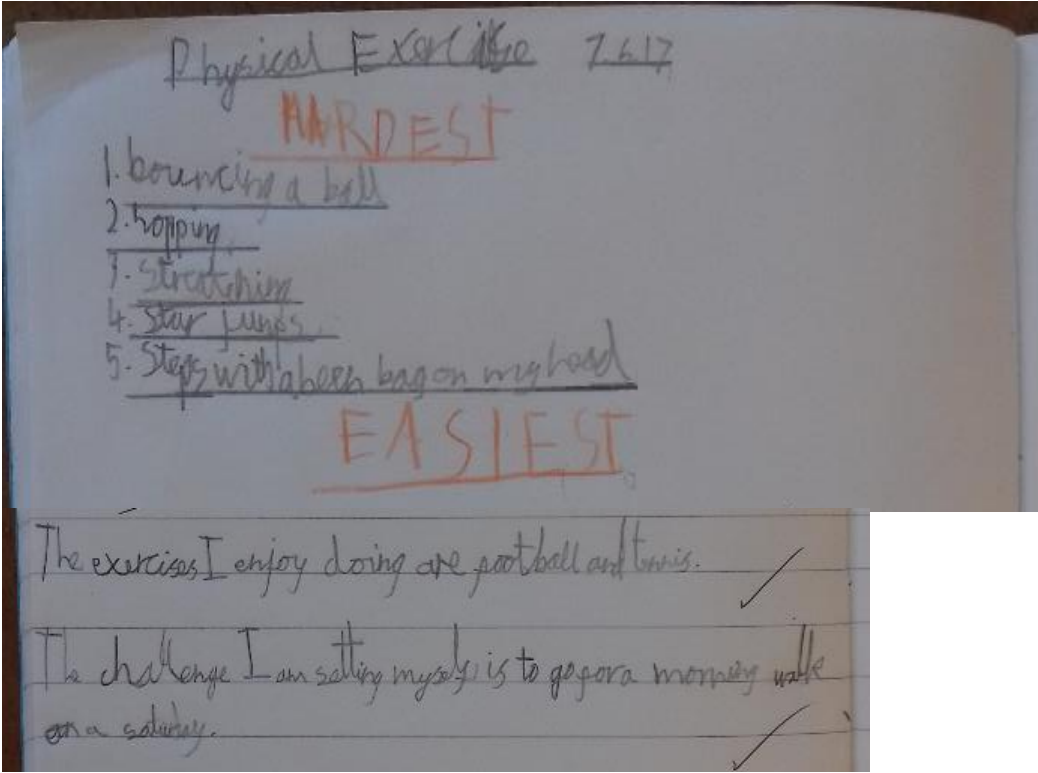
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	The children shared the meal they had created with a partner to talk about what they had included. They then evaluated their own meal.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"There is too much food on my plate for one meal."</p>		<p>There is sufficient evidence to show that Max has secure understanding of eating the right amounts of different types of food. This only partly meets the statement though, as exercise and hygiene have yet to be assessed.</p>
<p>Teacher observations</p> <p>The children were not taught the word carbohydrate, but Max is aware of it and tries to include it. This is not expected for Year 2.</p>		<p>Working scientifically</p>

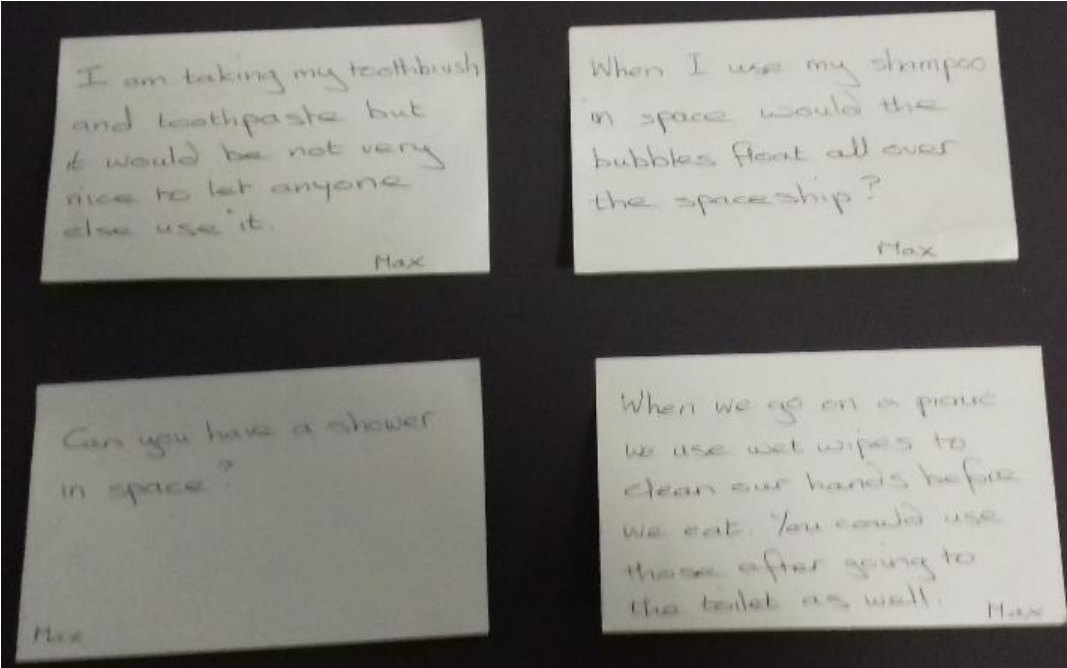
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	<p>The teacher explained how she had been trying to become healthier and had recently been following their advice on how to eat better, but she was still not feeling great. What else could she do? The children suggested getting more sleep and spending more time with friends. They then discussed how exercise is also good for the body.</p>			


EVIDENCE OF LEARNING		ASSESSMENT																								
Oral evidence	Examples of work	Knowledge																								
<p>"You should play football. That is good for you."</p>	 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Name of exercise</th> <th style="width: 20%;">How many times could I do it in one minute?</th> <th style="width: 25%;">Which parts of my body was I exercising?</th> <th style="width: 30%;">How did I feel afterwards?</th> </tr> </thead> <tbody> <tr> <td>star jumps</td> <td>40</td> <td>arms and legs and heart and brain and lungs</td> <td>Out of breath</td> </tr> <tr> <td>bouncing a ball</td> <td>121</td> <td>arms and legs and brain</td> <td>exhausted</td> </tr> <tr> <td>steps with beanbag on my head</td> <td>110</td> <td>legs and brain and lungs and heart</td> <td>hot</td> </tr> <tr> <td>hopping</td> <td>124</td> <td>legs and brain and heart and lungs</td> <td>tired</td> </tr> <tr> <td>stretching</td> <td>44</td> <td>back and heart and legs and brain</td> <td>sweaty ✓</td> </tr> </tbody> </table>	Name of exercise	How many times could I do it in one minute?	Which parts of my body was I exercising?	How did I feel afterwards?	star jumps	40	arms and legs and heart and brain and lungs	Out of breath	bouncing a ball	121	arms and legs and brain	exhausted	steps with beanbag on my head	110	legs and brain and lungs and heart	hot	hopping	124	legs and brain and heart and lungs	tired	stretching	44	back and heart and legs and brain	sweaty ✓	<p style="background-color: #ff0000; color: white; text-align: center; padding: 5px;">Working scientifically</p> <p>Max uses his ideas to carry out a simple test and records his evidence in a prepared table.</p>
Name of exercise	How many times could I do it in one minute?	Which parts of my body was I exercising?	How did I feel afterwards?																							
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hopping	124	legs and brain and heart and lungs	tired																							
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Teacher observations	<p>The children chose their own physical activity to try and to see the impact on their bodies.</p>																									

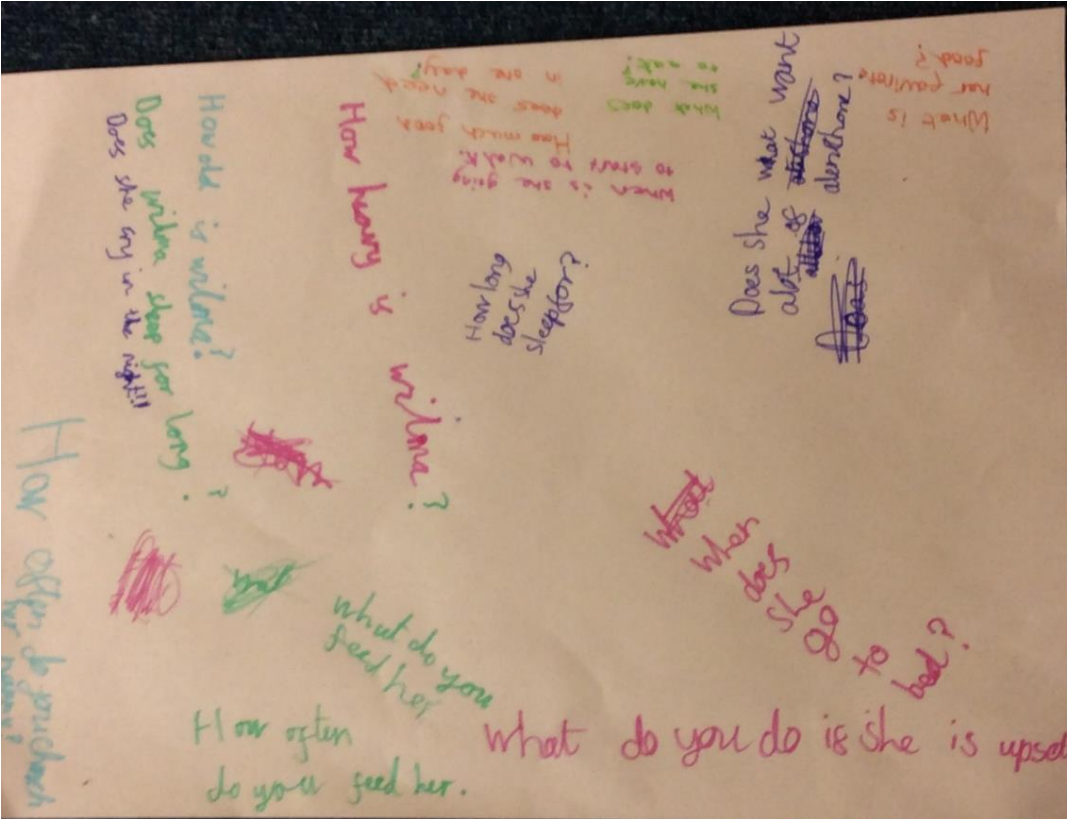
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
	The children reflected on their observations.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“Bouncing the ball was the hardest as it kept going away from me and I had to run after it.</p> <p>“Playing football and tennis keeps me healthy.”</p>		<p>Max understands that exercise is important for staying healthy.</p>
Teacher observations		Working scientifically
		Max puts his results in order.


	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
	Description of activity			
<p>The teacher led a discussion about how they would get on with each other while on their Mission to Mars. The children discussed what difficulties they might have. One of the children said it would not be nice on the spaceship if there was no shower. The teacher asked them to think about other ways in which they can keep themselves clean and scribed their comments.</p>				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Max knows when and how to keep himself clean.</p>
Teacher observations		Working scientifically

	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 			
	Description of activity			
	<p>During the year, one of the children in the class had a baby sister. The teacher invited the mum to bring Wilma into the class so that the children could ask her questions about how she looked after her baby. Prior to the visit, the children generated questions to ask the mum.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
<p>Max's questions are written in green pen.</p> <ul style="list-style-type: none"> How often do you feed her? What do you feed her? Does Wilma sleep for long? 		<p>Max asks relevant questions.</p>


	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 			
	Description of activity			
	The teacher invited the mum to bring Wilma into the class over a period of weeks so that the children could see how she changed over time. The children were asked to look at the measurements they had recorded and comment on any patterns they noticed.			


EVIDENCE OF LEARNING		ASSESSMENT																									
Oral evidence	Examples of work																										
<p>Max: "She has more hair now. She is more awake and looking around. I think she smiled at me."</p> <p>"She has grown 3cm in two weeks! She has doubled her weight in 8 weeks."</p> <p>Teacher: "Have you?"</p> <p>Max: "No, I haven't doubled in weight."</p>	<p><u>Baby Wilma's Growth Chart</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Time</th> <th>Height</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>First born</td> <td></td> <td>2.8Kg</td> </tr> <tr> <td>2 weeks old</td> <td>53cm</td> <td>3.3kg</td> </tr> <tr> <td>4 weeks</td> <td>58cm</td> <td>4.7Kg</td> </tr> <tr> <td>6 weeks</td> <td>60cm</td> <td>5.4kg</td> </tr> <tr> <td>8 weeks</td> <td>63cm</td> <td>6.3kg</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> 		Time	Height	Weight	First born		2.8Kg	2 weeks old	53cm	3.3kg	4 weeks	58cm	4.7Kg	6 weeks	60cm	5.4kg	8 weeks	63cm	6.3kg							<p>Max describes ways in which the baby has changed over time. This consolidates his knowledge shown on his KWL grid at the start of the unit.</p>
Time	Height	Weight																									
First born		2.8Kg																									
2 weeks old	53cm	3.3kg																									
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8 weeks	63cm	6.3kg																									
Teacher observations	Working scientifically																										
	<p>Max records data on a prepared table and refers to it when he describes ways in which the baby has changed over time.</p>																										

	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 			
	Description of activity			
	The children went on a trip to a farm where they saw animals and their babies.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The duckling hatched from an egg and will become a duck. It will not be fluffy anymore. The lamb was born from the mummy sheep. Some of the piglets were bigger than the others because they were born first. When will the piglets be able to have their own babies? I know the names of lots of baby animals – calf, foal, chick, puppy, kitten and cub.”</p>		<p>Max names a range of baby animals and talks about how they will change. He asks a question about the life cycle of a pig. Max knows which animals hatch from eggs, and which are born.</p>
<p>Teacher observations</p>		<p>Working scientifically</p> <p>Max asks a question about the life cycle of a pig.</p>

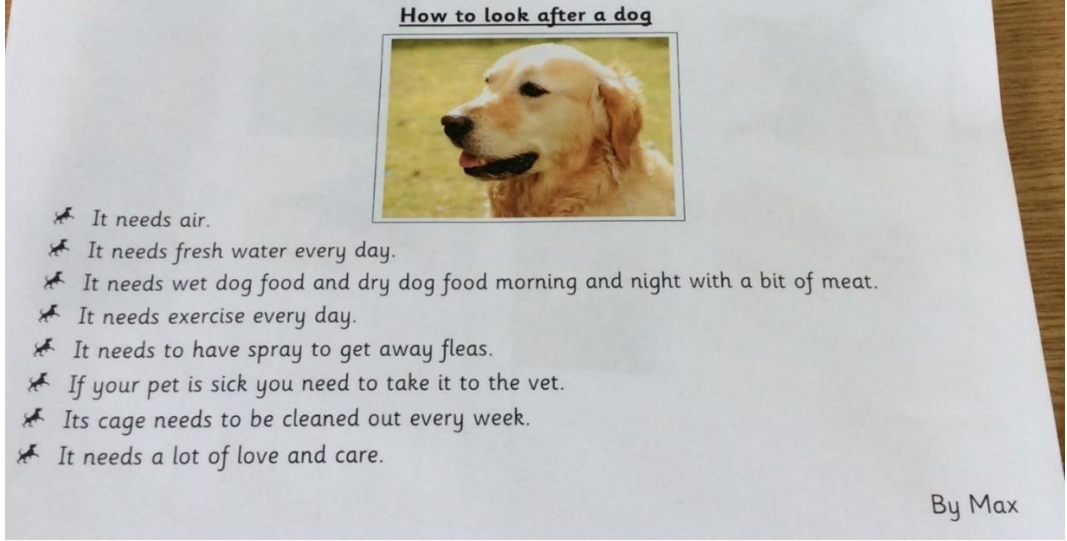
	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 			
	Description of activity			
The children were given the images of adults and their offspring to match. Max matched all of the adults to their offspring (the ladybird by default as the only picture left) and named the offspring other than the ladybird, which the teacher named.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I didn't know a ladybird looked like that when it's a baby. I thought it just came out of an egg like a ladybird. Actually, I've never really thought about it before."</p>		<p>Max is now aware that there are animals other than butterflies that change as they grow.</p>
Teacher observations		Working scientifically
<p>Max matched all of the adults to their offspring (the ladybird by default as the only picture left) and named the offspring other than the ladybird. He was given this name.</p>		

	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 			
	Description of activity			
	While out in the playground during playtime, Max found a caterpillar and talked to the teacher about it.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Max: "I remember when we had them in Reception. We fed the caterpillars with leaves, then they grew fat and made cocoons. Then the butterflies came out and we let them go in the playground."</p> <p>Teacher: "How does this compare to the ducks on the farm?"</p> <p>Max: "They both come from eggs, but the caterpillar doesn't look anything like the butterfly. The duckling is quite like a duck. The mummy duck sits on the eggs."</p>		<p>Max knows that the young of some animals do not look like their parents.</p>
Teacher observations		Working scientifically

	Year	2	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 			
	Description of activity			
	The children were given a range of books about pets. They were able to choose their own pet and research how they would need to look after it. Max chose a dog. They then recorded what they learnt on the computer.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	 <p style="text-align: center;">How to look after a dog</p> <ul style="list-style-type: none"> ✎ It needs air. ✎ It needs fresh water every day. ✎ It needs wet dog food and dry dog food morning and night with a bit of meat. ✎ It needs exercise every day. ✎ It needs to have spray to get away fleas. ✎ If your pet is sick you need to take it to the vet. ✎ Its cage needs to be cleaned out every week. ✎ It needs a lot of love and care. <p style="text-align: right;">By Max</p>	<p>Max includes the key basic needs of the dog for survival, and also describes ways to keep the dog healthy.</p>
Teacher observations		Working scientifically
		<p>Max uses more than one book to gather information and presents it clearly using bullet points.</p>



Overall summary

Secure

Max learns about how babies change as they get older through direct observations and by asking questions of a mother. He has the opportunity to see young animals during a farm trip and talks about how they change. He develops his understanding of how insects change (previously this was only in the context of a butterfly). He talks about what humans and other animals need to survive, and also how he keeps himself clean and healthy. He can group foods and understands that he needs to eat the right amount of different food types.



Acknowledgements

- Food images from Twinkl