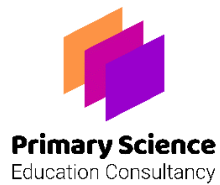






## Examples of Work


Max

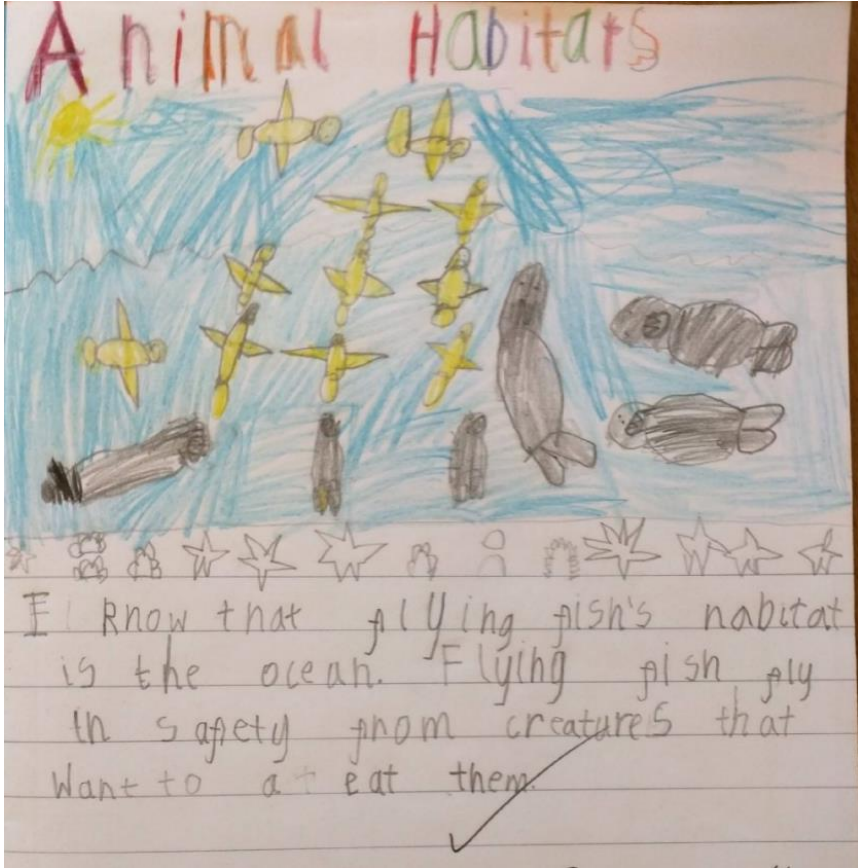
Living things and their habitats - Year 2




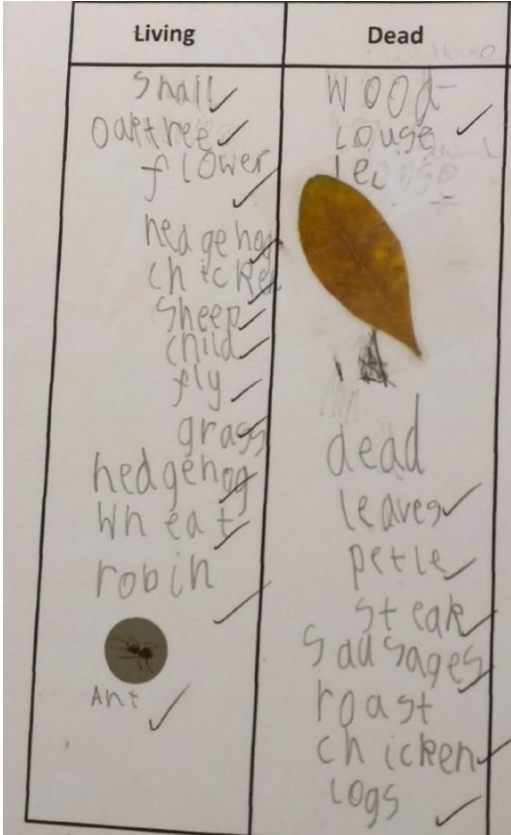
	Year	2	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul>			
	Description of activity			
	<p>To start the topic, the teacher took the children outside and asked them to spend some time looking for things that interested them. The children were very excited by the minibeasts that they found and also the spider's web. Back in the classroom, the children shared with their group what animals they found and where they found them. The teacher then introduced the key vocabulary – "habitat" - explaining that this is where a plant or animal lives.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Max: "I found a snail on the wall by that plant over there and a woodlouse under a log."</p> <p>Back in the classroom, he elaborated.</p> <p>Max: "The woodlice are always under things. They must like living there. Its habitat is under things. I found the snail on the wall. That is its habitat."</p>		<p>Max uses his previous experiences to find some animals. He decided to look under the logs, as he has found animals there in the past.</p>
Teacher observations		Working scientifically

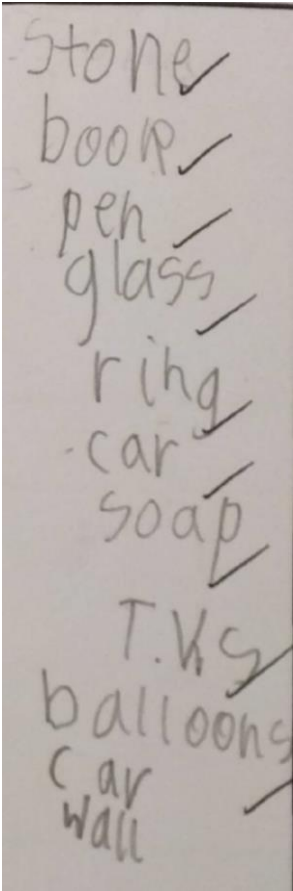
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul>			
	Description of activity			
The children were asked to choose an animal that they were already familiar with, from a different habitat, to draw it in its habitat and write about it. Max chose to write about a flying fish.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Max has talked about the habitat of some animals that he found outside and here he considers the contrasting habitat of another animal that he is familiar with. His writing shows awareness that the fish has characteristics that enable it to survive in its habitat.</p>
<p>Teacher observations</p> <p>The writing shows an awareness of the animal being suited to its habitat.</p>	<p>I know that flying fish's habitat is the ocean. Flying fish fly in safety from creatures that want to eat them.</p>	<p>Working scientifically</p>

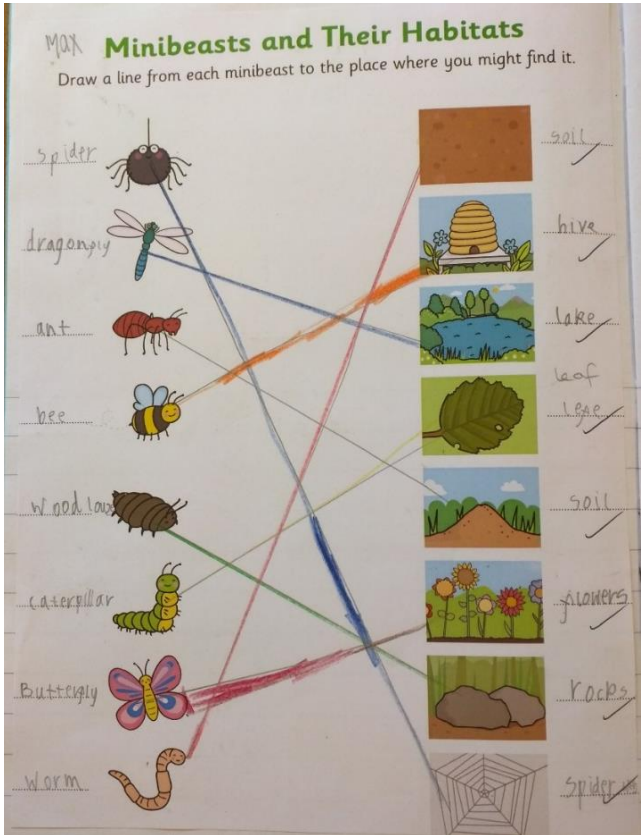
	Year	2	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul>			
	Description of activity			
	<p>Children went out and collected a range of little objects. They were asked to think about whether the things they had collected were living or dead. The children were then asked to record the living and dead things they had found in the playground and also add any other living and dead things they could think of.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Teacher: "What about a twig?"</p> <p>Max: "When it was on the tree, it was living, but now it's fallen off it's dead. The leaf we picked up from the ground is dead. We shouldn't have picked the flower because now it's dead."</p>		<p>Max has included both plants and animals as living things. He gives examples of plants and animals. He includes parts of plants that are no longer attached to the plant as dead and refers to animals that we eat as dead. At this point, he has not been challenged to think about parts of animals e.g. empty shells or seeds. This needs to be explored in the future.</p>
Teacher observations		Working scientifically
<p>The woodlouse that Max collected was dead already.</p>		<p>Max sorts objects by given criteria and records his findings in a simple prepared table.</p>

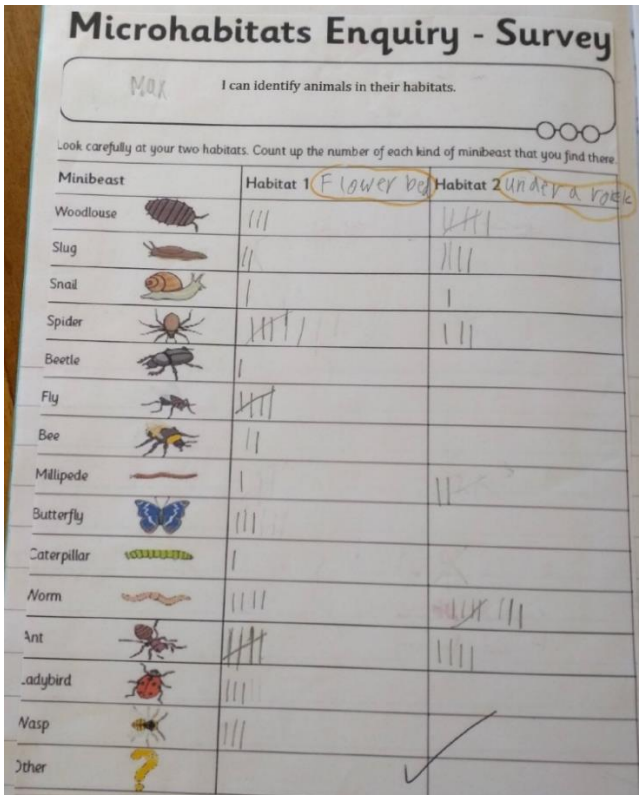
	Year	2	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul>			
	Description of activity			
The teacher gave each group a stone and asked them to think about whether it was living or dead.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Max names a range of objects that have never lived. However, at this point, he has not included any objects made of wood, so it is not clear if he understands that a wooden bench is classed as dead, as the wood once came from a living tree.</p>
Teacher observations		Working scientifically
Max's group decided that the stone was not living now and didn't think it had ever been alive.		Max identifies a range of other objects that meet the criteria "never been alive".

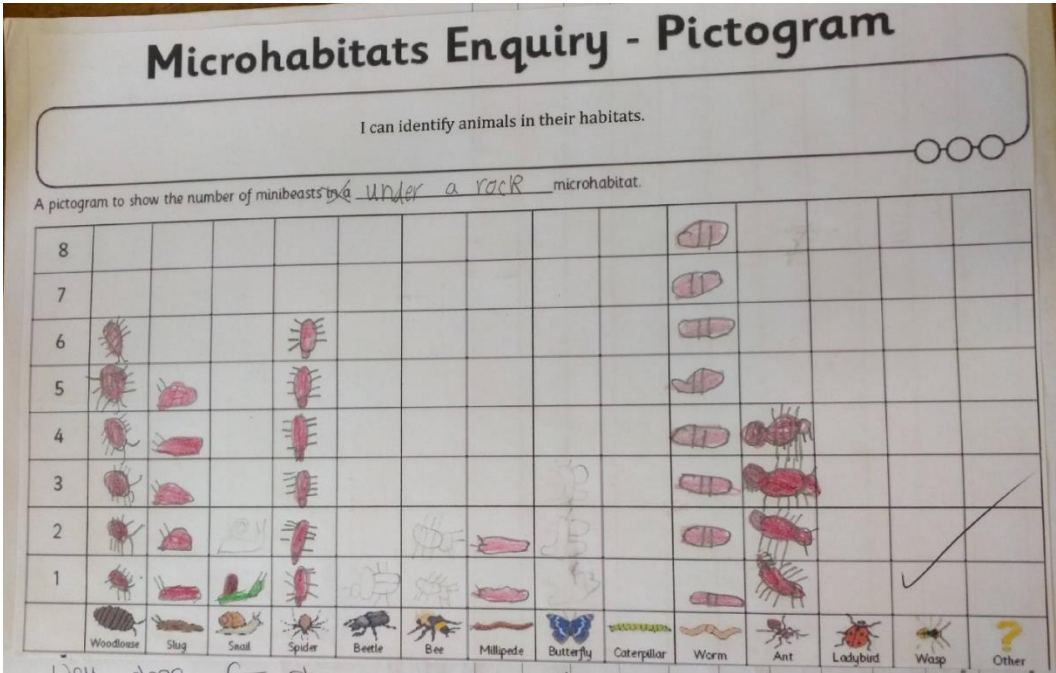
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul>			
	Description of activity			
	The children were given a sheet which asked them to name some animals and link them to their habitat.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Max named all the animals on the sheet and had the prior knowledge about their habitats. This is not sufficient to show that Max is secure, as he has not explored the conditions in these habitats or considered how the animals are suited to these habitats.</p>
		Working scientifically

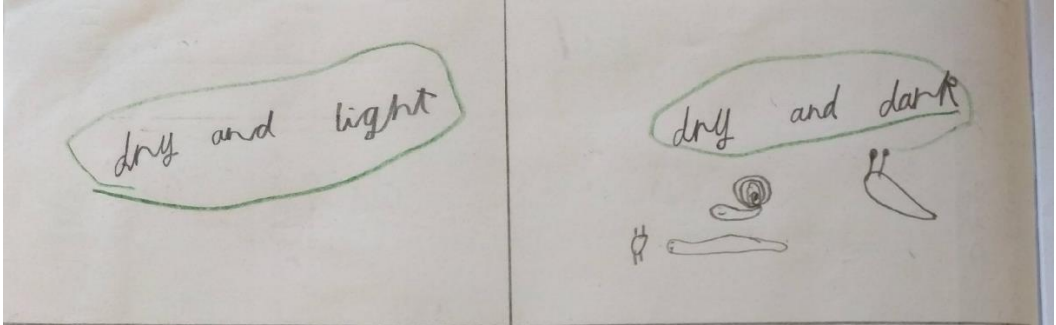
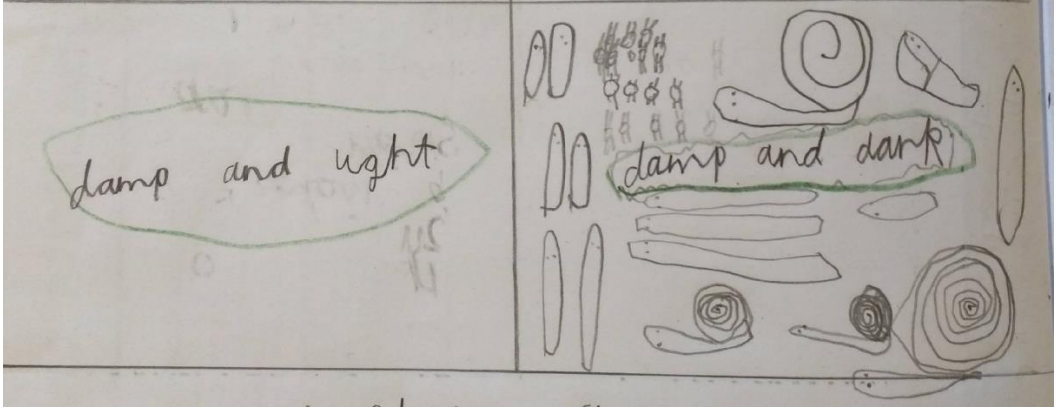
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	Description of activity			
	The class went out to look for animals in two different habitats – in the flower bed and under a rock. The children were asked to record what they found using the prepared table.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
		Max named the animals he found and recorded the number found using tally marks.

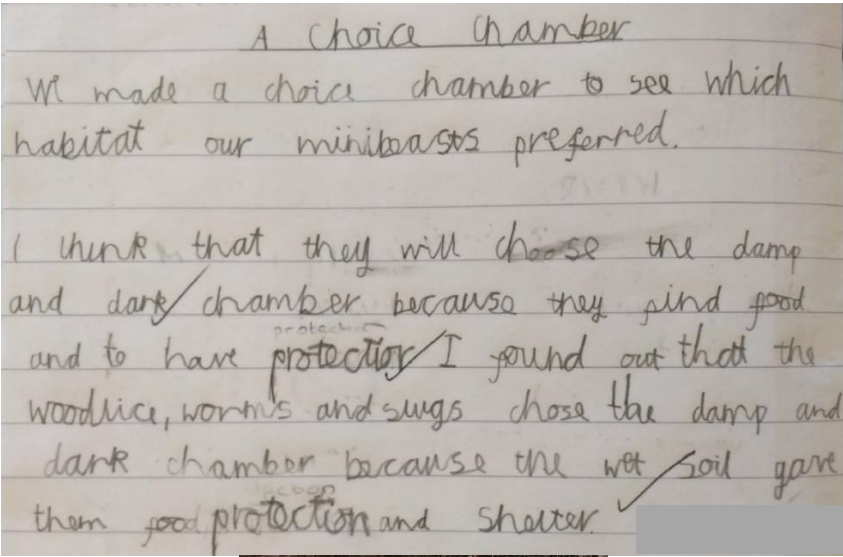

	Year	2	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul>			
	Description of activity			
	The children were then asked to choose one habitat and present their findings in a pictogram as they had learnt to do in maths.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
Max put images in the squares appropriately, apart from the spider where he looked at the wrong column.		Max presents his data in a prepared pictogram.

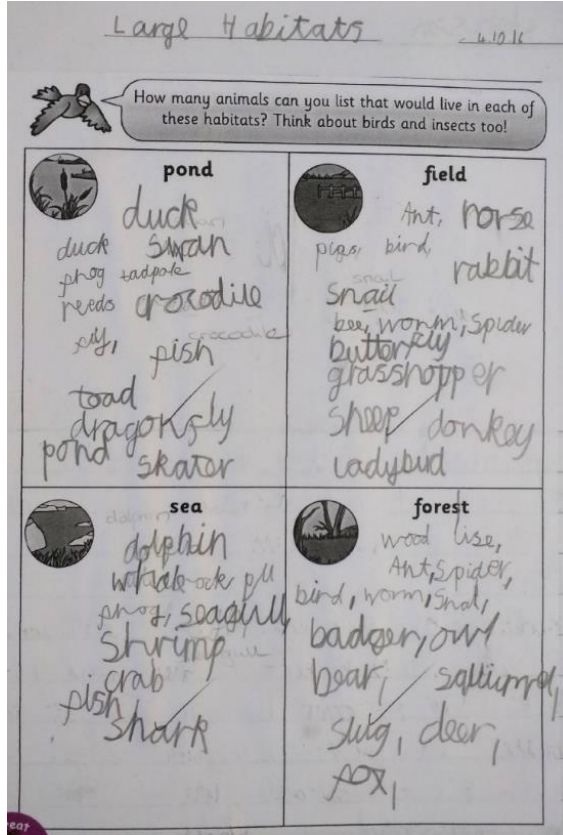
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	Description of activity			
	The teacher showed the children a choice chamber that she had made and asked the children to talk about what sort of animals may be suitable to put into it. The children then recorded where they thought the woodlice, worms and slugs would choose to go.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Max recalls where they found the snails, woodlice and worms outside.
Teacher observations		Working scientifically
		Drawing on his knowledge from looking for animals outside, he predicts where the animals would choose to go. He chooses how to record his ideas.


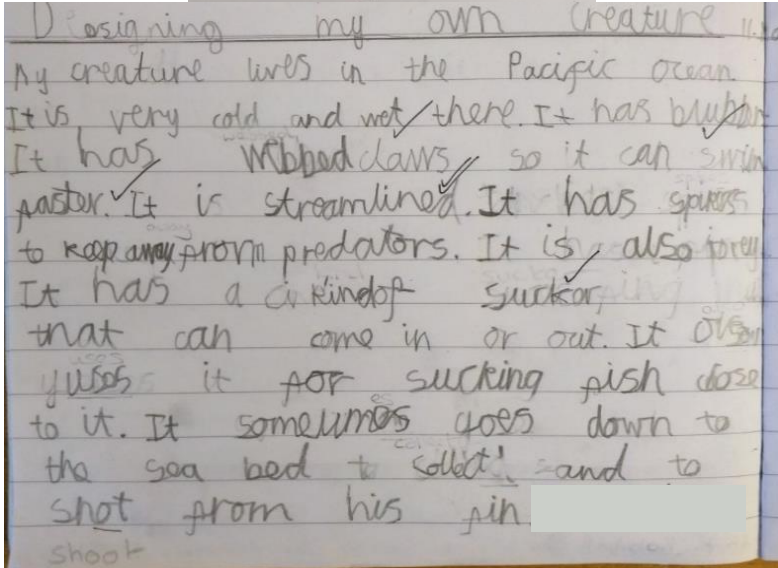
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	Focus of assessment (National Curriculum statements)			
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	Description of activity			
	The children were asked to write about where they thought the animals would go and then they wrote what they found out.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 	<p>In this writing, Max shows that he recognises that the two basic needs of animals are food and protection.</p> <p style="background-color: #FF0000; color: white; text-align: center; padding: 5px;"><b>Working scientifically</b></p> <p>Max makes a prediction and draws a conclusion using his scientific knowledge.</p>

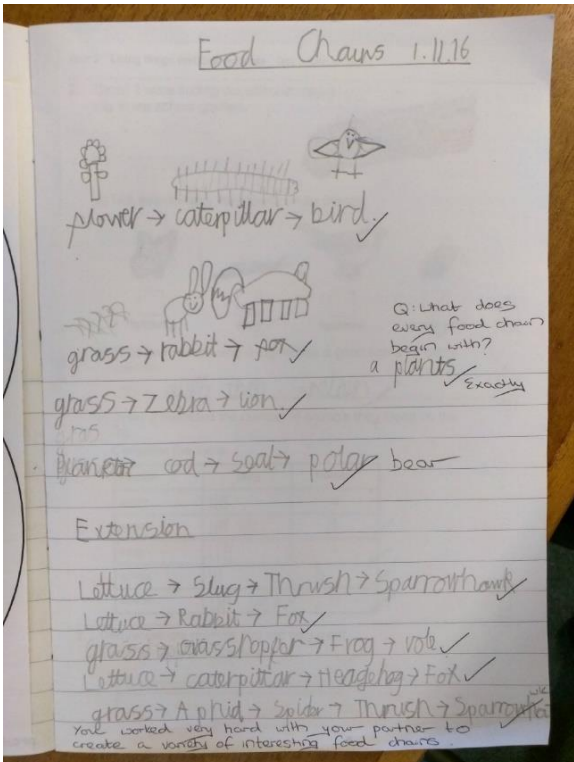
	Year	2	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul>			
	Description of activity			
	<p>The teacher showed the children a video of an animal on Deadly 60 to engage their interest and asked them to consider where it might be living. To find out what the children knew about the types of animals that might live in different habitats, they were asked to complete a worksheet.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Max names a good range of animals that would live in each habitat. At this point, there is no evidence to say that he understands how they are suited to these habitats.</p>
		Working scientifically


	Year	2	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>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.</li> </ul>			
	Description of activity			
	The children were asked to draw and write about a new creature that could live in a habitat of their choosing.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Max talks about an animal and describes how it is suited to a particular habitat. He considers how it will keep warm, move, catch food and protect itself.
<p><i>Transcript of writing</i></p> <p>My creature lives in the Pacific Ocean. It is very cold and wet there. It has blubber. It has webbed claws, so it can swim faster. It is streamlined. It has spikes to keep away from predators. It is also prey. It has a kind of sucker that can come in or out. It also uses it for sucking fish close to it. It sometimes goes down to the sea bed to collect sand and to shoot from his fin.</p>		Working scientifically

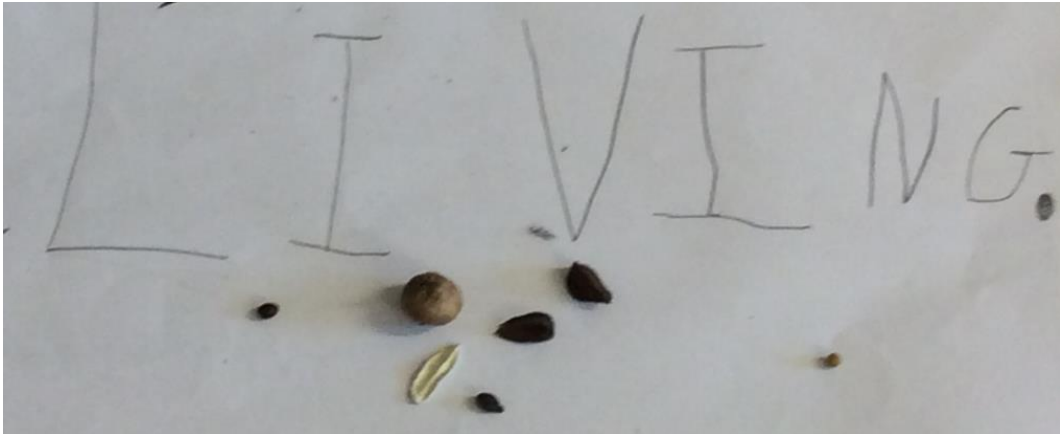

	Year	2	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>			
	Description of activity			
	<p>Three children were given images of a flower, caterpillar and a bird and asked to order themselves according to what they eat. This was repeated with different animals. The teacher then explained that this way of displaying the information is called a food chain. She showed them how to draw the arrows to complete a food chain. Information about what different animals ate was displayed on the board for the children to create further food chains.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	 <p style="text-align: center;"><u>Food Chains 1.11.16</u></p> <p>flower → caterpillar → bird ✓</p> <p>grass → rabbit → fox ✓</p> <p>grass → Zebra → lion ✓</p> <p>plankton → cod → seal → polar bear ✓</p> <p><u>Extension</u></p> <p>Lettuce → slug → Thrush → Sparrowhawk ✓</p> <p>Lettuce → Rabbit → Fox ✓</p> <p>grass → grass/poppo → Frog → vole ✓</p> <p>lettuce → caterpillar → hedgehog → Fox ✓</p> <p>grass → Aphid → spider → Thrush → Sparrowhawk ✓</p> <p><small>You worked very hard with your partner to create a variety of interesting food chains.</small></p>	<p>Max uses the information provided to create a number of food chains.</p>
Teacher observations		Working scientifically
<p>The fourth food chain is incorrect as cod do not eat plankton.</p>		


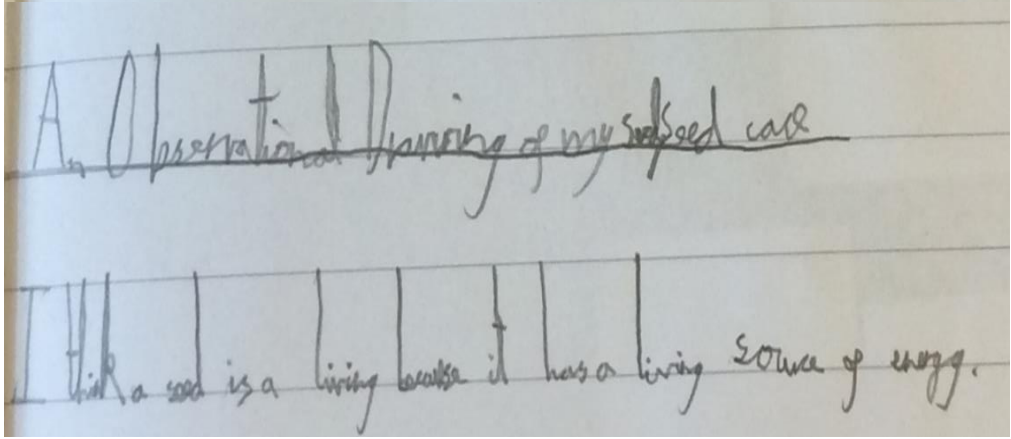
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	Description of activity			
	The children were taken outside again in the summer to look for minibeasts.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Teacher: “Why does a bee have legs and wings?”</p> <p>Max: “It needs to fly from flower to flower to collect nectar so it can make honey. The bees, wasps and butterflies like the poppies and cornflowers we grew.”</p>		<p>Max names plants and animals in their habitat.</p> <p>His oral comments demonstrate that he understands that plants and animals depend on each other.</p>
<p style="background-color: #1F4E79; color: white; padding: 2px;">Teacher observations</p> <p>Max found a bee on a bush. The children also saw some other flying minibeasts where some wildflowers that they had planted were growing.</p>		Working scientifically

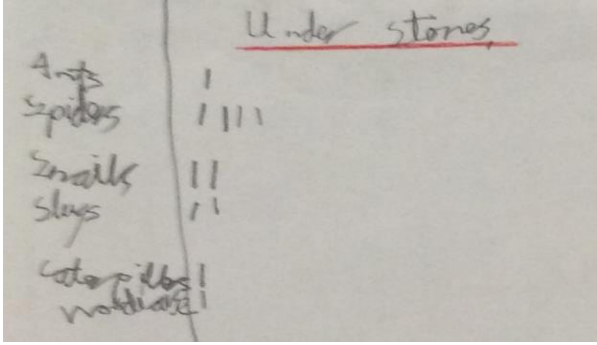
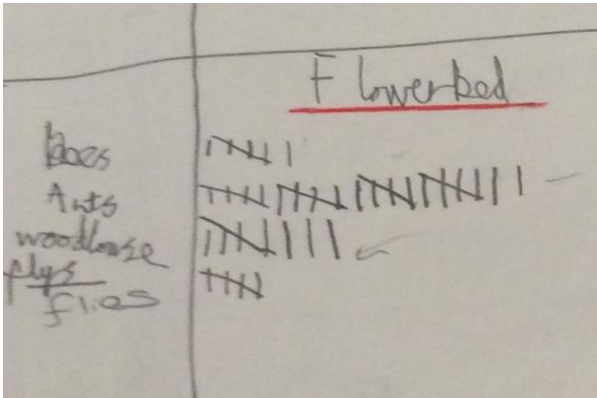
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul>			
	Description of activity			
	While outside, the children were given an egg box in which they were required to collect some specific objects. Back in class, they were then asked to sort these objects in different ways.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The stone has never lived. The twig, bark, leaf and seed are dead now as they have come off the tree. Mind you, the seed could grow if we planted it in the right place and watered it. It’s living!”</p>		<p>Max identifies things that are living, dead and have never been alive.</p>
Teacher observations		<p>Working scientifically</p> <p>Max finds suitable objects to match a range of criteria and then chooses his own criteria for sorting.</p>

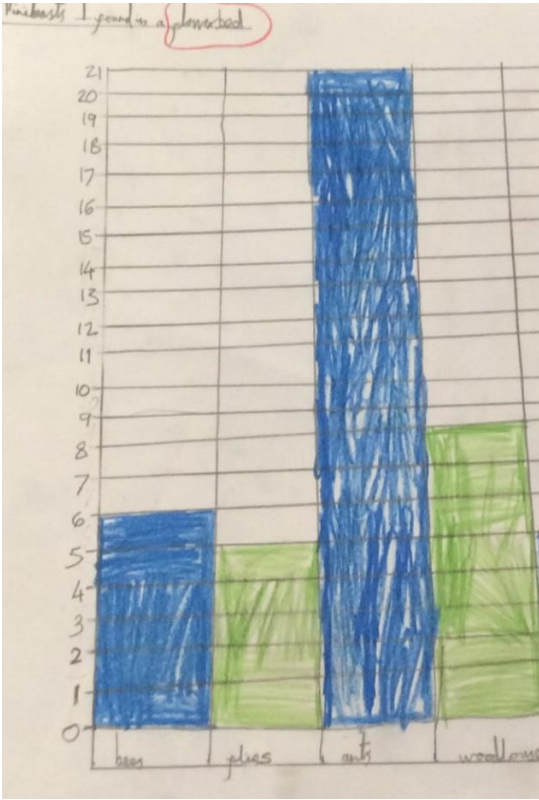
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	Description of activity			
	The children were asked to make a careful observational drawing of one of the objects they had found.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Max describes why he thinks a seed is living.
<b>Teacher observations</b> Max chose to draw an object that he identified as a seed case and collected a magnifying glass from the drawer to help him.		<b>Working scientifically</b> Max makes a careful drawing of the seed case and chose to use a magnifying glass to be able to observe it more closely.

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	Description of activity			
	On a second trip into the playground, during the summer term, the children were asked to record the animals they found in two different habitats.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>We found way more ants and woodlice in the flower bed than under the stones.</p>		<p>Max identifies and names animals he finds in two habitats that he investigates.</p>
Teacher observations		Working scientifically
<p>Max chose to look under stones and in the flower bed.</p>		<p>Max draws a table to record the animals he finds in the two habitats which he labels. He uses tally marks to record the number of each animal found.</p>

	Year	2	Topic	Living things and their habitats
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	Description of activity			
	The children were asked to choose one habitat explored in the previous activity and present their findings in a graph.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>We found lots more ants than anything else in the flower bed. They were running everywhere and hard to count. We found about the same amount of bees, flies and woodlice.</p>		
Teacher observations		Working scientifically
<p>Max chose to present his data in a bar chart.</p>		<p>Max presents his data as a bar chart. He labels the axes appropriately and draws the bars to the correct height. He talks about what he found out.</p>



## Overall summary

Secure

Max has explored habitats and microhabitats (under logs, among the wildflowers) and names animals and plants living in these habitats. He talks about how the animals are suited to their habitat and how the plants and animals depend on each other for food and shelter. He is able to create simple food chains to show what animals in a habitat eat. He finds a range of objects in the local habitat and identifies them as living, dead or having never lived.