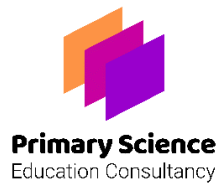








Examples of Work


Chaya

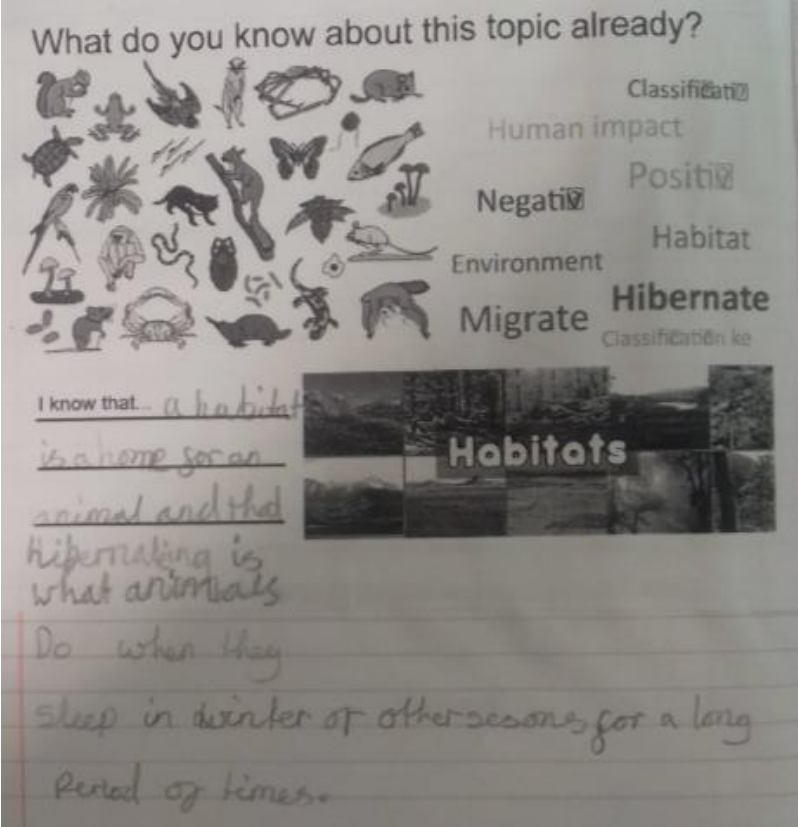
Living things and their habitats - Year 4




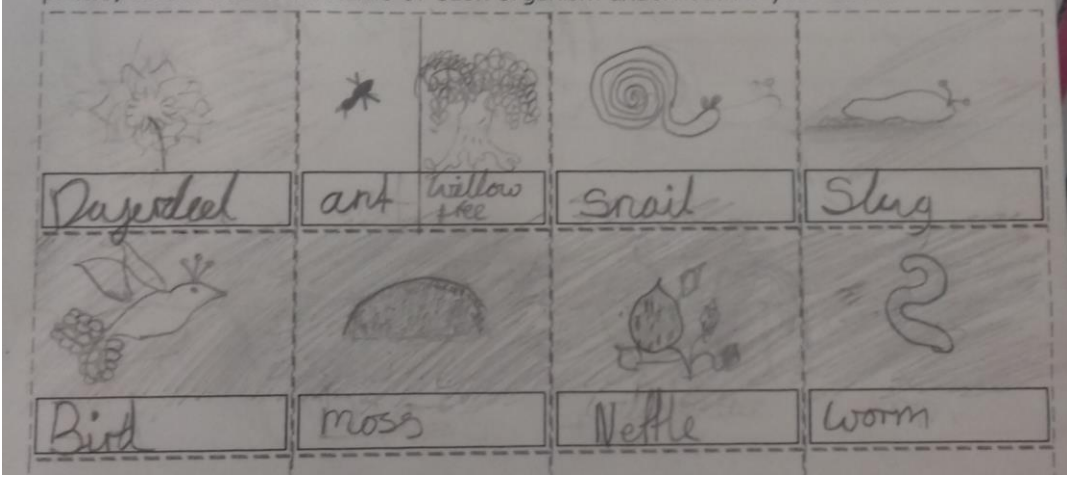
	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. 			
	Description of activity			
	The children were shown images of three animals and asked to discuss which one they thought was the odd one out, giving a reason.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The giraffe could be the odd one out as it has horns and a long neck compared to its body. The frog is the only one that you can’t see ears. The rabbit is the only one with a fluffy tail.”</p>	  	<p>Chaya describes and compares the structure of the animals and shows that she is secure in this prior learning from Year 2.</p>
Teacher observations		Working scientifically


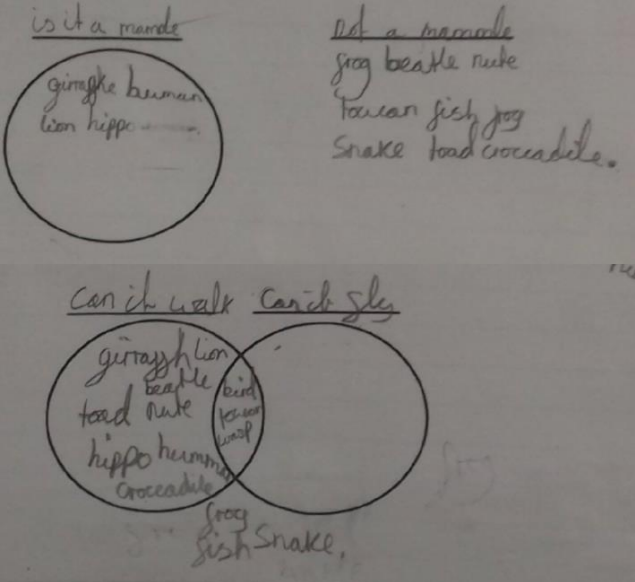
	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. 			
	Description of activity			
	The children were given some stimulus words and images to support them to reflect on their current knowledge about habitats.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“Classification is when you sort things into groups. I don’t know what a classification key looks like though.”</p>	 <p>The image shows a student's work on the topic of habitats. At the top, it asks 'What do you know about this topic already?'. Below this is a collection of various animal and plant illustrations. To the right of the illustrations are several terms: 'Classification', 'Human impact', 'Negativ', 'Environment', 'Migrate', 'Positiv', 'Habitat', and 'Hibernate'. Below the illustrations, there is a handwritten definition: 'I know that... a habitat is a home for an animal and that hibernating is what animals do when they sleep in winter or other seasons for a long period of times.' There is also a small photograph of a sign that says 'Habitats'.</p>	<p>Chaya shows an awareness that a habitat is where an animal lives. At this point, she is not considering the plants that also live in the habitat, even though the stimulus images provided do include plants. She doesn’t demonstrate any evidence that she understands the impact that humans can have on a habitat.</p>
Teacher observations		Working scientifically


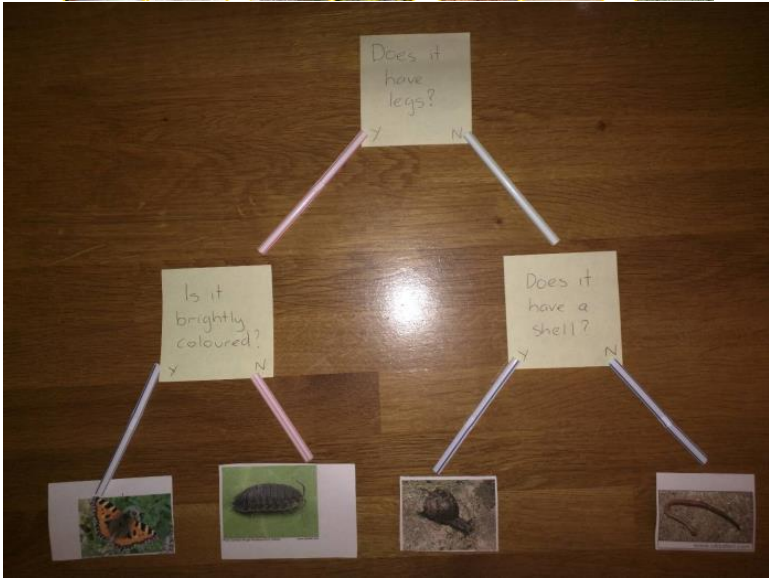
	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
	The children were taken out to investigate a habitat. They were told to look for living things in the habitat that they could identify and name. They then drew and labelled these.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The worm and the slug were under the log. The ant, the daffodil and the moss were in the grass. The bird was in the tree.”</p>		Chaya identifies and names a variety of plants and animals and talks about where she found them.
Teacher observations		Working scientifically

	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
	<p>The teacher modelled how to sort using a single criterion. The children were then given images and hoops to practice this in small groups, choosing different criteria and then recording one of their sorts in their books. This process was then repeated modelling how to choose two criteria to create an intersecting Venn diagram.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Chaya groups living things in a variety of ways.
Teacher observations		Working scientifically
Chaya's group also sorted by fur, feathers, visible ears, legs and wings.		

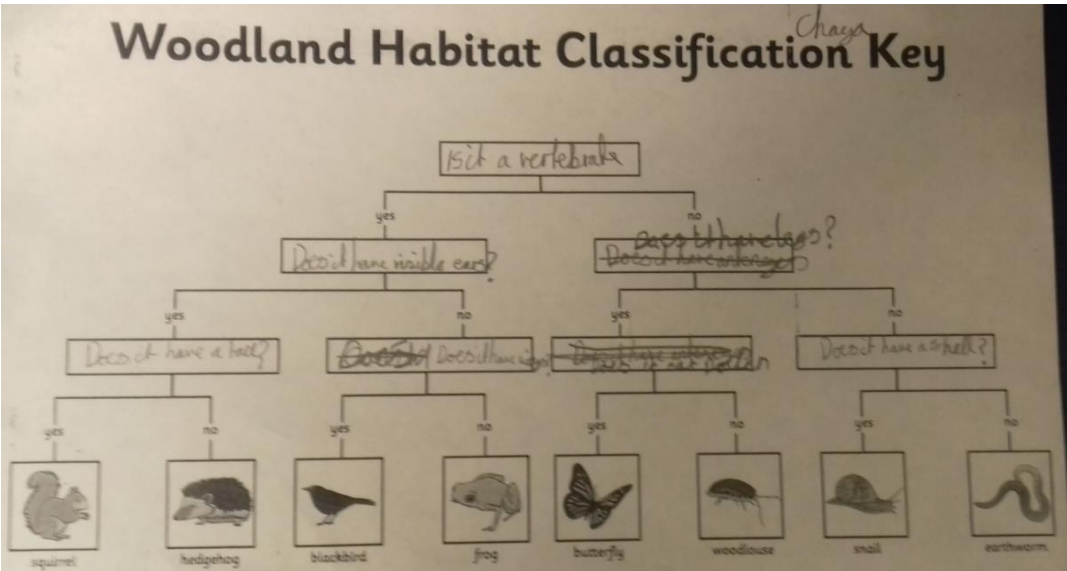
	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
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	Description of activity			
<p>In small groups, the children used pictures to play 'Guess who?', asking questions that could only be answered yes or no to identify which animals had been chosen. Using a visualiser, the teacher showed the children how to use straws and post-it notes to create a classification key for different animals. They then practiced this in groups.</p>				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"Does it have legs? Does it lay eggs? Does it fly? Do the eggs have a hard shell?"</p>		
Teacher observations		Working scientifically
		<p>Chaya asks a range of questions to help her identify the animal.</p>

	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
	The children then chose four of the animals and created a classification key independently.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Chaya creates classification keys to help group animals.
Chaya then completed a second key with five animals.		Working scientifically
		Chaya records her classification by creating keys.







	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
	<p>To ensure the children were secure with creating classification keys, the teacher asked them to approach the task in a different way by placing the animals at the bottom and then working up the key identifying suitable questions to separate the animals. Many of the children found this approach easier.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Chaya asks suitable questions, based on her knowledge of the animals, to complete the classification key.</p>
Teacher observations		Working scientifically

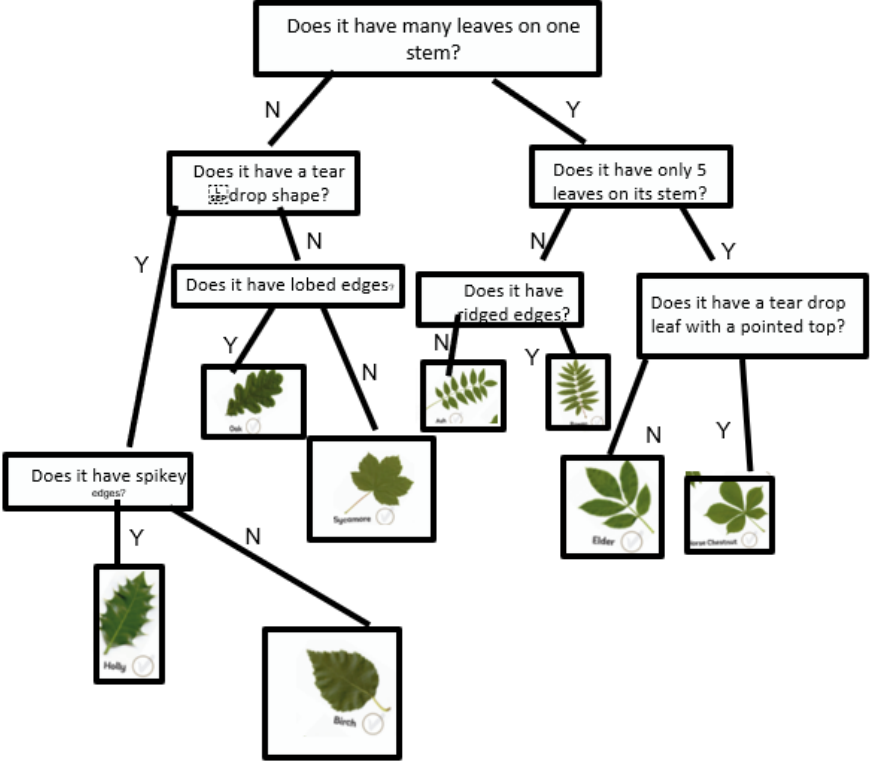
	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
<p>The teacher became aware that the focus had predominantly been on classifying animals. To address this, a trip was planned to the local park to use classification keys to identify and name trees. The teacher gathered leaves from the park for the children to look at prior to their visit. They were given the Nature Detectives Leaf ID sheet to identify and name their leaves.</p>				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“This one is holly as it is the same shape and has spikes. This leaf is the horse chestnut as it has five leaves all coming from one point. This one is oak because it has a curvy edge.”</p>		<p>Chaya matches leaves to those on the sheet in order to be able to name them.</p>
Teacher observations		Working scientifically

	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
After they had identified and named their leaves, they were asked to choose three and talk about which might be the odd one out.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The holly leafy is the only one that is shiny. It also has spikey edges. The elder has five leaves on one stem. The alder is more round in shape.”</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Holly </p> </div> <div style="text-align: center;">  <p>Alder </p> </div> <div style="text-align: center;">  <p>Elder </p> </div> </div>	<p>Chaya identifies features that can be used to sort leaves.</p>
Teacher observations		Working scientifically

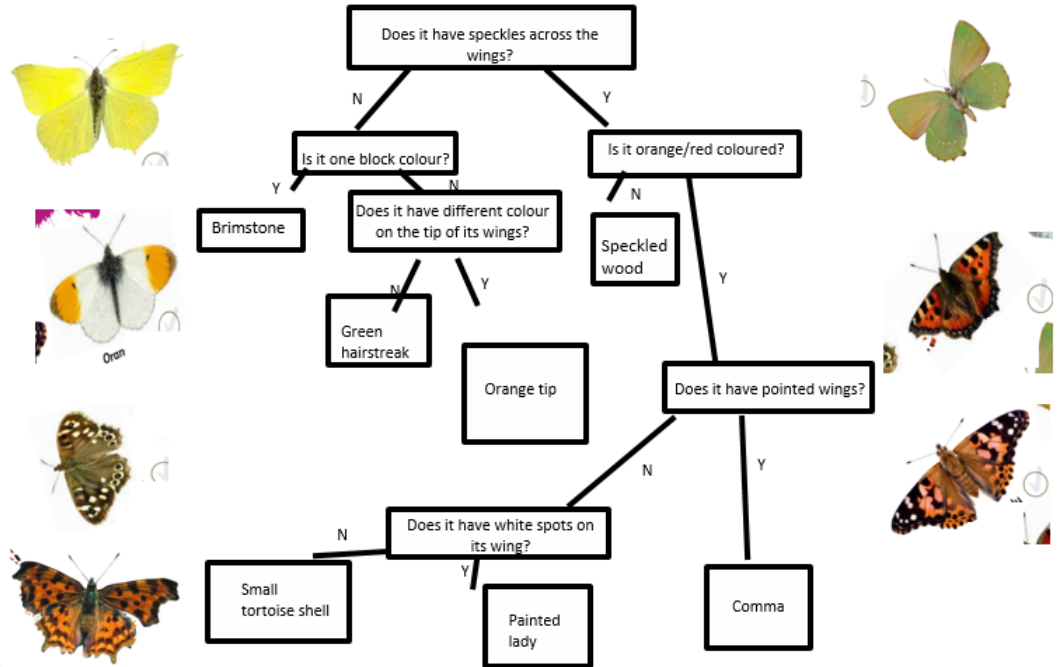
	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
	The children worked in pairs, using ICT, to create a classification key for the leaves they had been given. They then removed the images and replaced these with the name so that another group could check the key worked.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Chaya suggests suitable questions to separate the leaves in order to create the key and uses another pair's key to check it worked.</p>
Teacher observations		<p>Working scientifically</p> <p>Chaya records her classification by creating a key.</p>

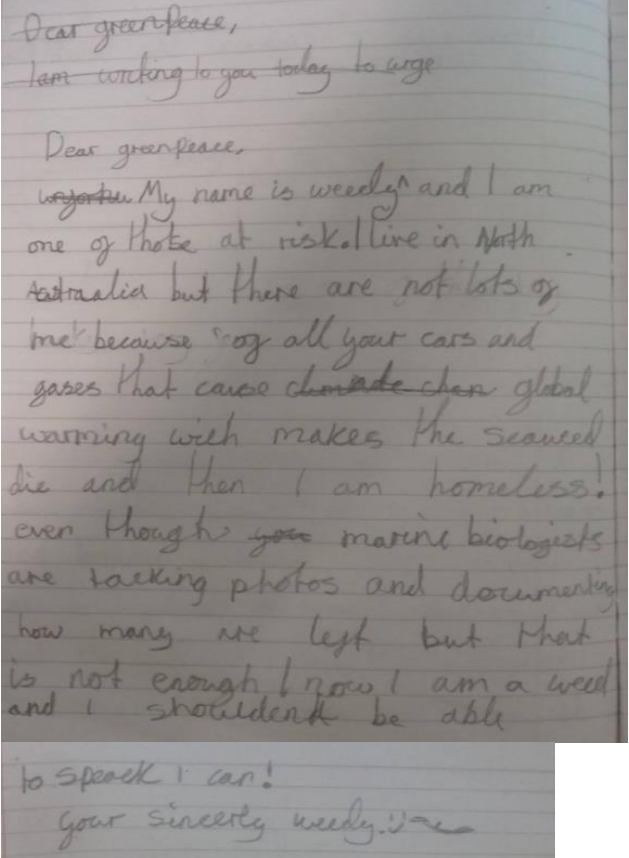

	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
	<p>Later in the week, when the children went on the trip to the local park, they took their tree keys with them and used them to identify and name the trees that they found.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The leaves on this tree have more than one leaf on the stem. There are more than 5. It has ridged edges, so it must be the rowan.”</p>		<p>Chaya uses the key she created to help her to name the trees.</p>
Teacher observations		Working scientifically

	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 			
	Description of activity			
	The children were also given a butterfly classification key in case they saw any butterflies when they were out.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“We saw the yellow one. I used the key and it is called brimstone. We also saw a reddy-coloured one. I think it was a comma but it was difficult to see the edges of its wings.”</p>		<p>Chaya is secure in using classification keys to identify and name living things.</p>
Teacher observations		Working scientifically

	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. 			
	Description of activity			
The children watched a BBC Newsround clip about the weedy sea dragon. They then wrote a letter to Greenpeace from the perspective of the weedy sea dragon.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		 <p>This writing shows a good understanding of the link between human action and the impact this has on living things.</p>
		Working scientifically

	Year	4	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. 			
	Description of activity			
	<p>In preparation for an assembly about conservation, the children were asked to research an environmental issue. They were first given some images to look at and they talked about what might be the issue. The children then researched the causes, impact and possible solutions to one issue and presented their findings during their assembly.</p>			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	
<p>“The cars are polluting the air so that people have to wear masks. People have left rubbish on the beach. This may harm the animals in the sea. Chopping down trees is bad as they give us oxygen. They are also homes for animals.”</p>		
Teacher observations		
	Working scientifically	
	<p>Chaya independently researched and presented the causes, impact and possible solutions of deforestation.</p>	



Overall summary

Secure

Chaya talks about the similarities and differences between examples of plants and animals. She is able to use these to group living things in a variety of ways. She has successfully used keys to identify and name living things in her local and wider environment. She asks appropriate questions in order to group living things and to create keys.

She recognises that environments can change and that this can sometimes pose danger to living things (the weedy sea dragon). She shows an understanding that human actions can impact on the environment and can suggest some solutions to the issues.



Acknowledgements

- Identification resources adapted from Nature Detectives – <http://treetoolsforschools.org.uk/>