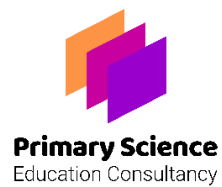





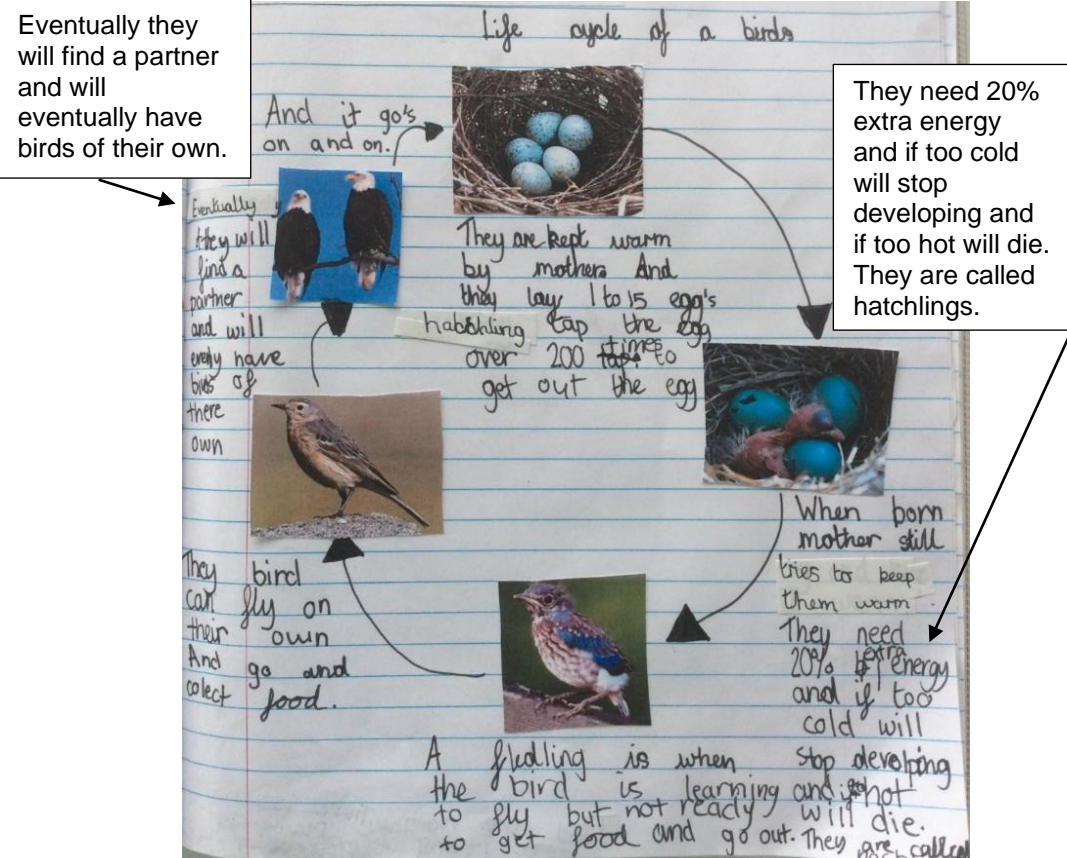
## Examples of Work


Shannon


Living things and their habitats - Year 5




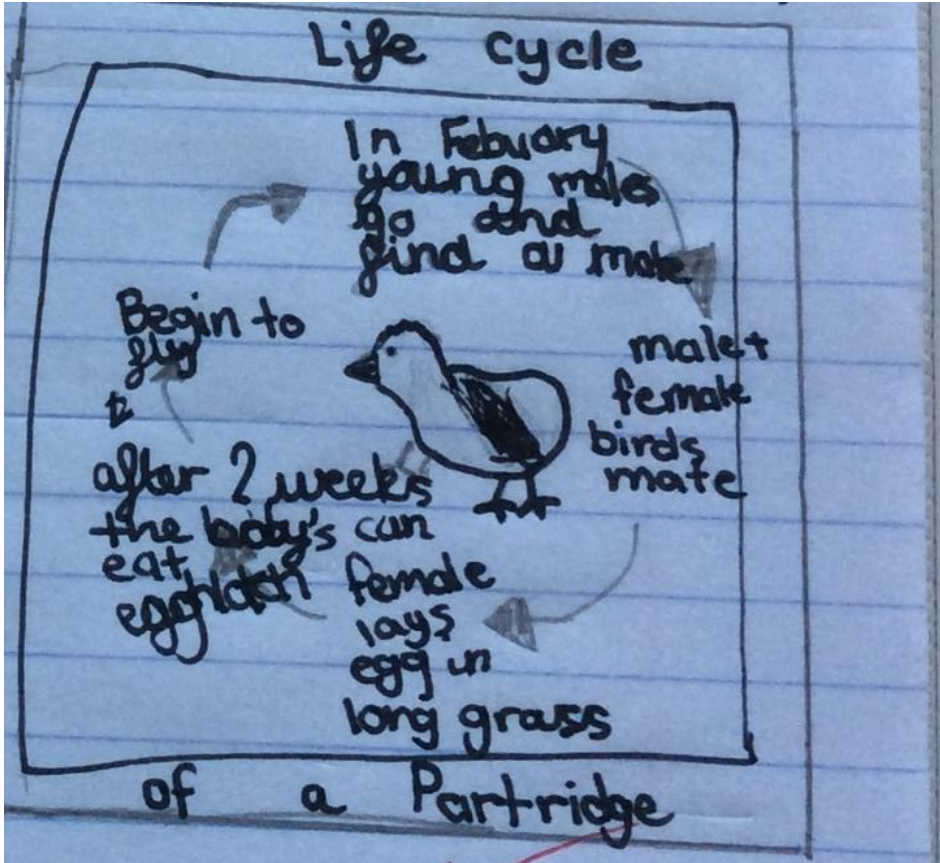
	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
	The children were asked to research the main stages of the life cycle of birds.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Shannon names the three main stages – egg, fledgling and adult – and gives some key facts about each stage.</p>
Teacher observations		Working scientifically
		Shannon carries out research using secondary sources and presents her findings in a scientific diagram.

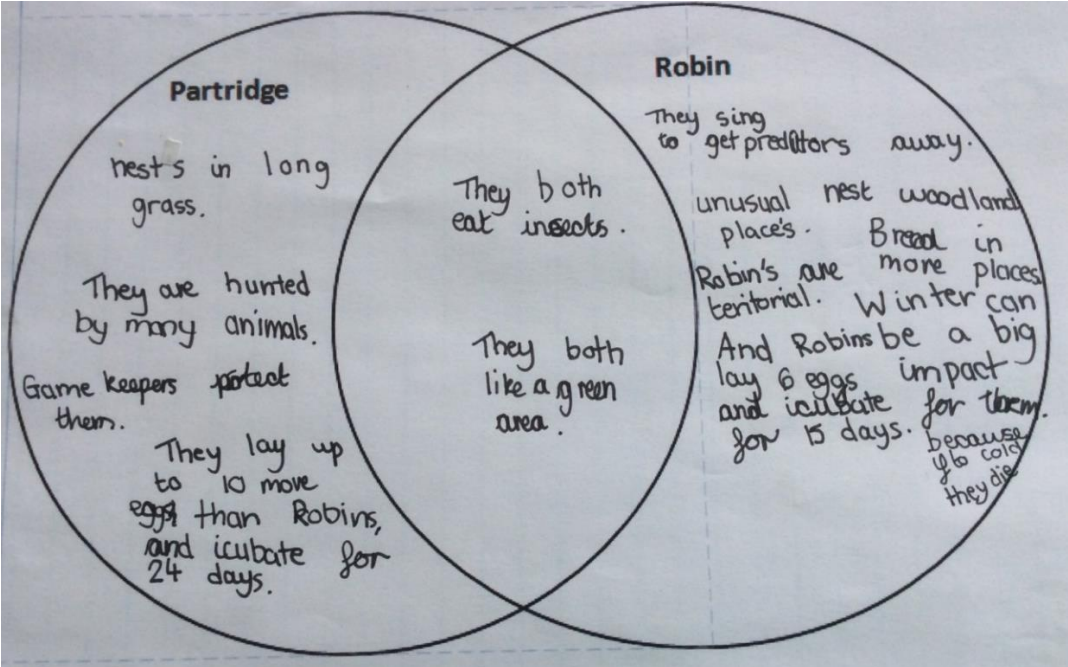
	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
	The teacher arranged to hatch partridge eggs so that the children could observe how the chicks developed. They recorded their observations in a diary.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	 <p style="text-align: center;"><u>My Partridge Diary</u></p> <p><b>Monday 14<sup>th</sup> May 2018</b> On the first day the eggs were creamy white and the hatchery was keeping the 10 eggs warm.</p> <p><b>Tuesday 15<sup>th</sup> May 2018</b> Some of the eggs look bigger, they are more of a peach colour.</p> <p><b>Wednesday 16<sup>th</sup> May 2018</b> Two of the eggs are hatching and using their egg tooth to peck out.</p> <p><b>Thursday 17<sup>th</sup> May 2018</b> One partridge hatched. Its wings are small and delicate and the eyes are tiny. It is very sleepy.</p> <p><b>Friday 18<sup>th</sup> May 2018</b> Two more have hatched and are a creamy colour. They are still in the hatchery and we can see cracks in the other eggs.</p> <p><b>Monday 21<sup>st</sup> May</b> Sadly, one chick had died and only two are left. They are now in the brooding cage and are beginning to eat and drink. They are eating seeds.</p> <p><b>Wednesday 23<sup>rd</sup> May</b> The two bird's feathers are a fluffy brown and cream. They are much stronger and making lots of noise, climbing on top of the brooder to see what is going on.</p>	<p>Shannon makes good observations of the eggs and the chicks and includes subject knowledge that she has learnt, such as the chick using its egg tooth to break the shell.</p>
Teacher observations		Working scientifically

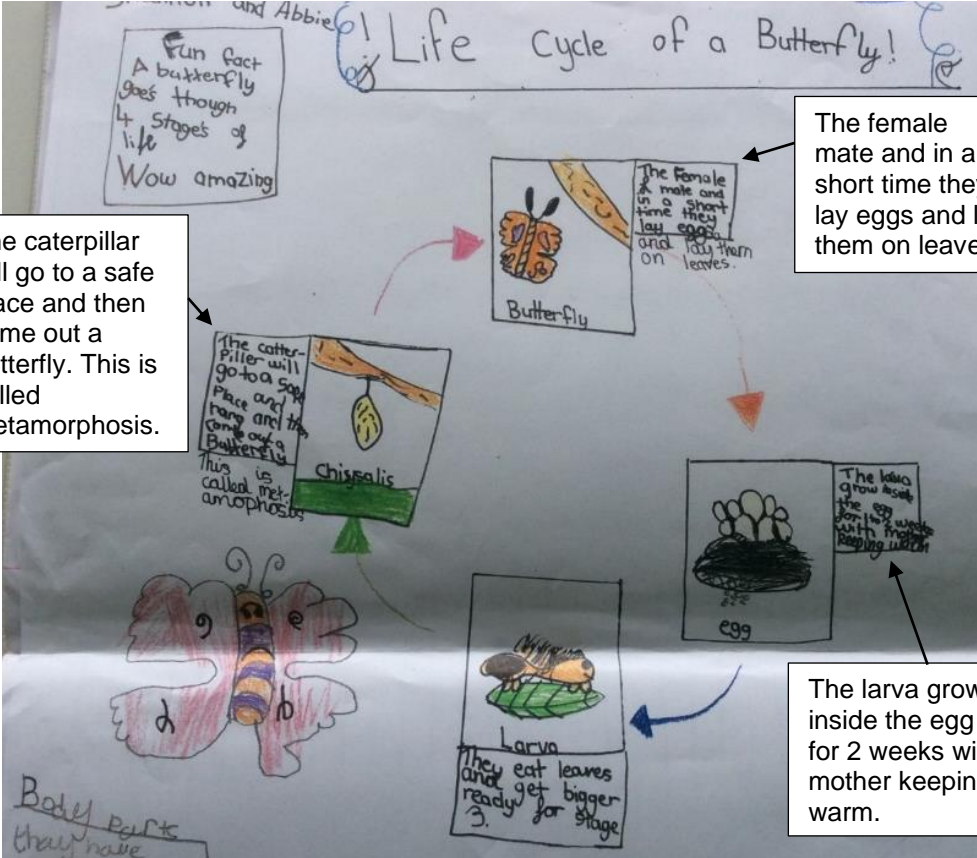
	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
	The children used the internet to research the partridge life cycle.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		<p><b>Working scientifically</b></p> <p>Shannon found an appropriate website for her research which she chose to present using a life cycle diagram.</p>

	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
	The children were asked to select another bird life cycle to research and compare with the partridge.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
Not all the facts are linked to the life cycle of the birds.		Shannon uses secondary sources to research the life cycle of the robin.

	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
	Shannon worked with a partner to research the life cycle of a butterfly.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 <p>The caterpillar will go to a safe place and then come out a butterfly. This is called metamorphosis.</p> <p>The female mate and in a short time they lay eggs and lay them on leaves.</p> <p>The larva grows inside the egg for 2 weeks with mother keeping warm.</p> <p>The caterpillar will go to a safe place and then come out a butterfly. This is called metamorphosis.</p> <p>The female mate and in a short time they lay eggs and lay them on leaves.</p> <p>The larva grows inside the egg for 2 weeks with mother keeping warm.</p>	<p>Shannon understands the four main stages of the butterfly life cycle – egg, larva, chrysalis and adult.</p>
		Working scientifically





Year

5

Topic

Living things and their habitats

Focus of assessment (National Curriculum statements)

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Description of activity

Continued from the previous page.

EVIDENCE OF LEARNING

ASSESSMENT

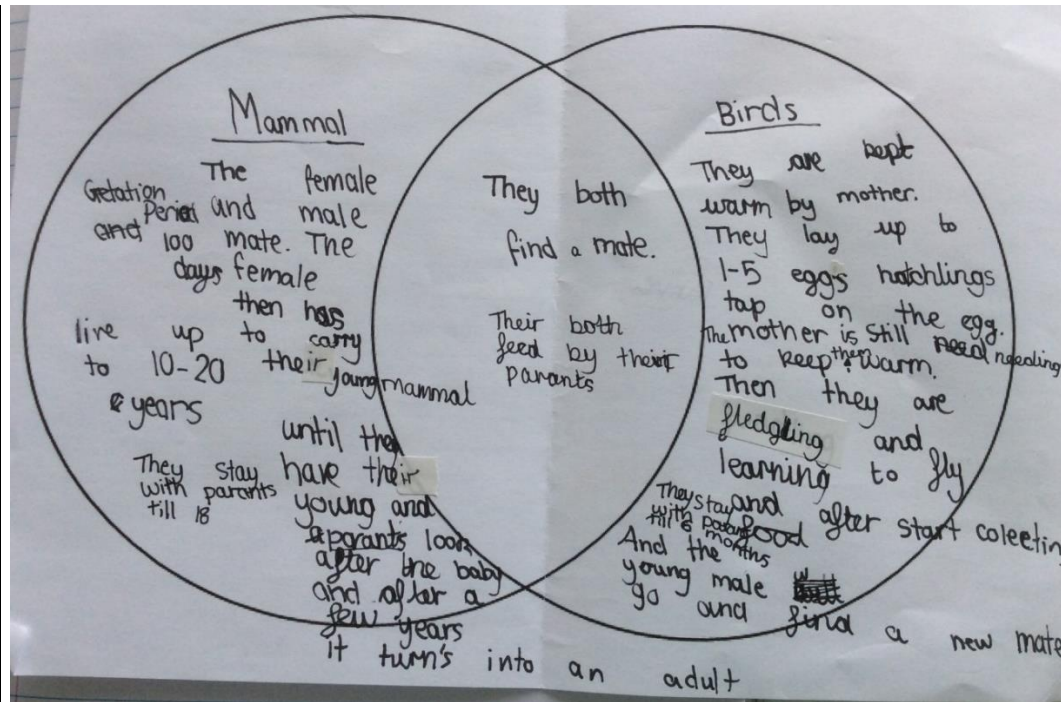
Oral evidence

Examples of work

Knowledge


Teacher observations

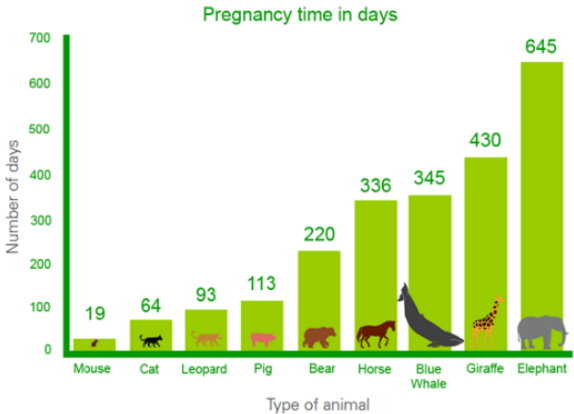
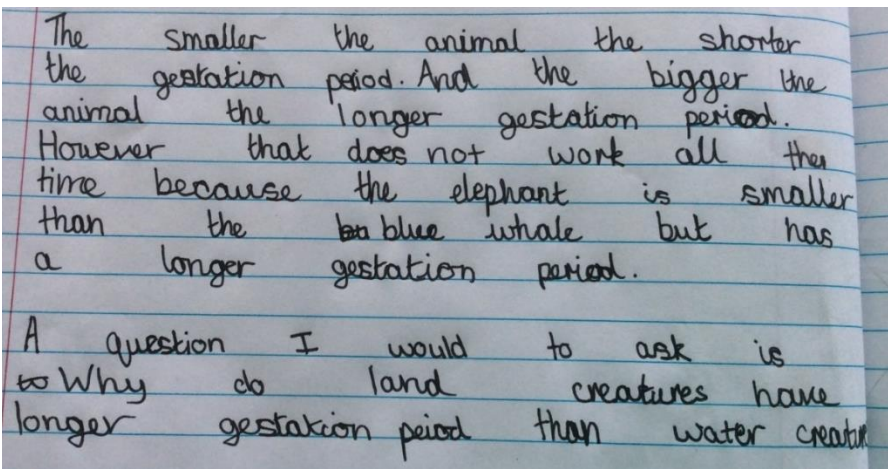
The Venn diagram may not be the best choice of presentation style for information written in full sentences like this.




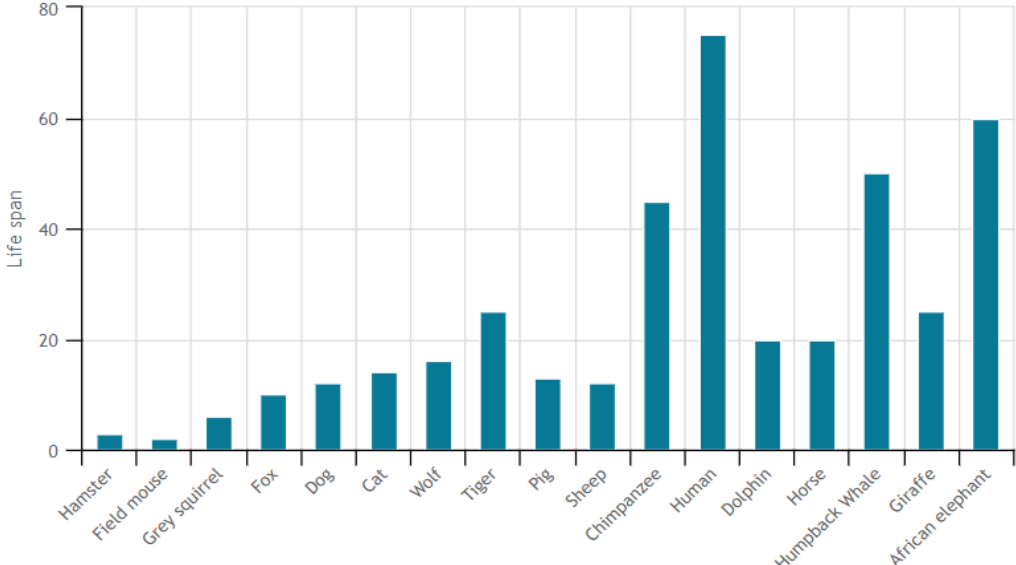
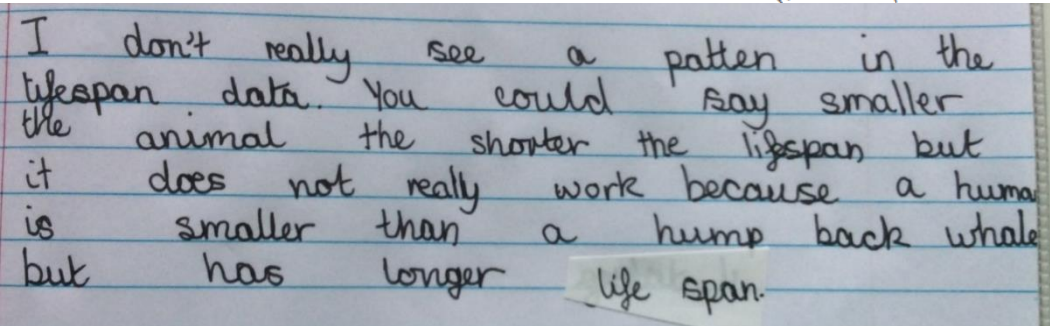
Shannon shows a good understanding of the life cycles of different groups of animals and can describe the similarities and differences between them.


Working scientifically

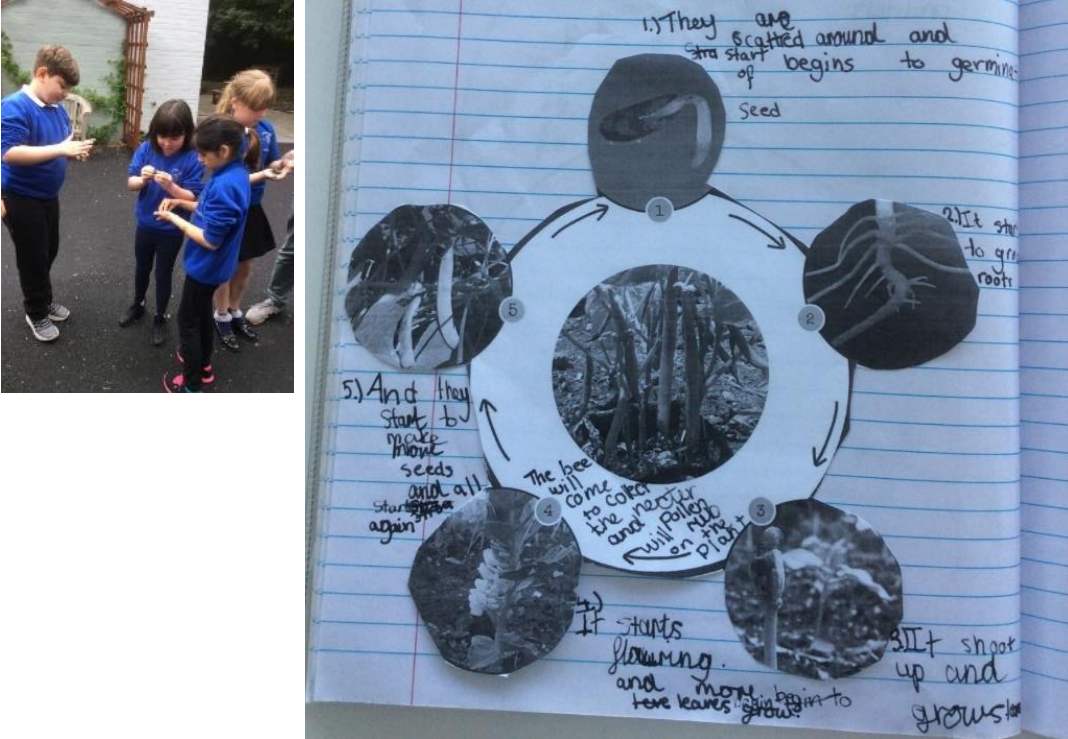
	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> </ul>			
	Description of activity			
The children were given data about the gestation period of different animals and asked to look for patterns.				


EVIDENCE OF LEARNING		ASSESSMENT																				
Oral evidence	Examples of work	Knowledge																				
	 <table border="1"> <caption>Pregnancy time in days</caption> <thead> <tr> <th>Type of animal</th> <th>Number of days</th> </tr> </thead> <tbody> <tr><td>Mouse</td><td>19</td></tr> <tr><td>Cat</td><td>64</td></tr> <tr><td>Leopard</td><td>93</td></tr> <tr><td>Pig</td><td>113</td></tr> <tr><td>Bear</td><td>220</td></tr> <tr><td>Horse</td><td>336</td></tr> <tr><td>Blue Whale</td><td>345</td></tr> <tr><td>Giraffe</td><td>430</td></tr> <tr><td>Elephant</td><td>645</td></tr> </tbody> </table>	Type of animal	Number of days	Mouse	19	Cat	64	Leopard	93	Pig	113	Bear	220	Horse	336	Blue Whale	345	Giraffe	430	Elephant	645	
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Elephant	645																					
Teacher observations		<b>Working scientifically</b> Shannon identifies the pattern and also spots an anomaly. She raises a further question based on the data.																				

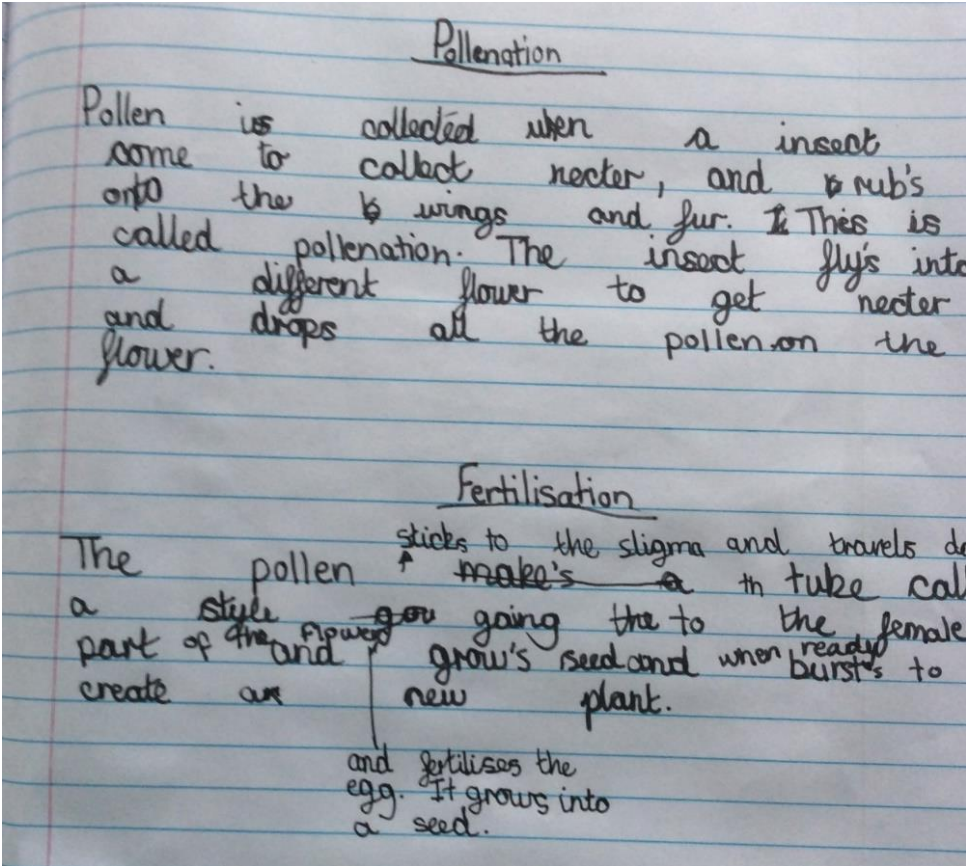
	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> </ul>			
	Description of activity			
	The children were asked to identify a further pattern seeking question about the life cycle of animals.			


EVIDENCE OF LEARNING		ASSESSMENT																																				
Oral evidence	Examples of work	Knowledge																																				
Teacher observations	 <table border="1"> <caption>Life Span Data from Chart</caption> <thead> <tr> <th>Animal</th> <th>Life Span (approx.)</th> </tr> </thead> <tbody> <tr><td>Hamster</td><td>3</td></tr> <tr><td>Field mouse</td><td>2</td></tr> <tr><td>Grey squirrel</td><td>6</td></tr> <tr><td>Fox</td><td>10</td></tr> <tr><td>Dog</td><td>12</td></tr> <tr><td>Cat</td><td>15</td></tr> <tr><td>Wolf</td><td>18</td></tr> <tr><td>Tiger</td><td>25</td></tr> <tr><td>Pig</td><td>12</td></tr> <tr><td>Sheep</td><td>12</td></tr> <tr><td>Chimpanzee</td><td>45</td></tr> <tr><td>Human</td><td>75</td></tr> <tr><td>Dolphin</td><td>20</td></tr> <tr><td>Horse</td><td>20</td></tr> <tr><td>Humpback whale</td><td>50</td></tr> <tr><td>Giraffe</td><td>25</td></tr> <tr><td>African elephant</td><td>60</td></tr> </tbody> </table>	Animal	Life Span (approx.)	Hamster	3	Field mouse	2	Grey squirrel	6	Fox	10	Dog	12	Cat	15	Wolf	18	Tiger	25	Pig	12	Sheep	12	Chimpanzee	45	Human	75	Dolphin	20	Horse	20	Humpback whale	50	Giraffe	25	African elephant	60	Working scientifically
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Shannon chose to explore the life span of mammals. She chose her own mammals to research and presented the data as a graph, using a computer package.		Shannon tries to identify a pattern in the data but identifies exceptions that go against the pattern. A graph of size (e.g. weight) and life span (the variable identified in the conclusion) would have provided an opportunity to create and interpret a scatter graph.																																				

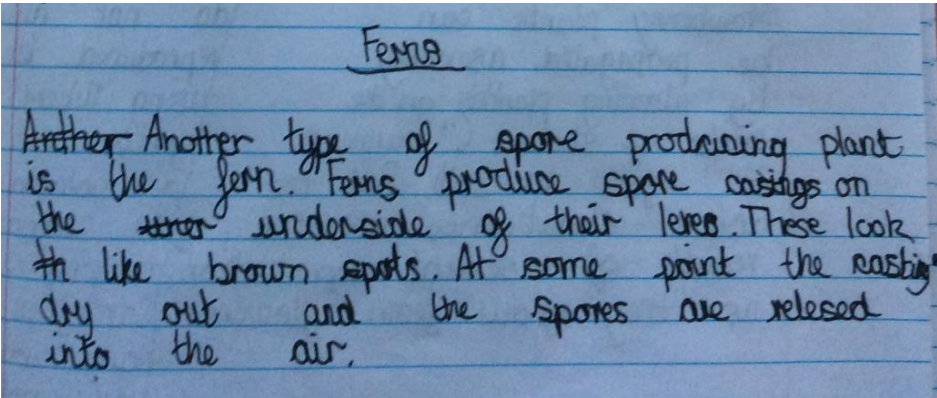
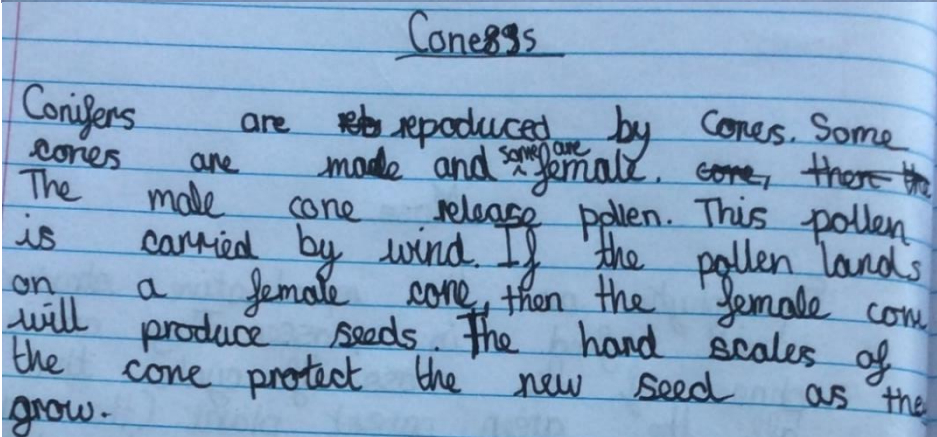
	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
	The children made wildflower seed bombs. They then identified a suitable place to throw them. The children were then given images of the stages of the life cycle of flowering plants and asked to add detail.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I threw mine into the long grass. I think that will be a good place for the seeds to grow into flowers."</p>		<p>Shannon describes the growth of plants but does not include pollination or seed dispersal.</p>
Teacher observations		Working scientifically

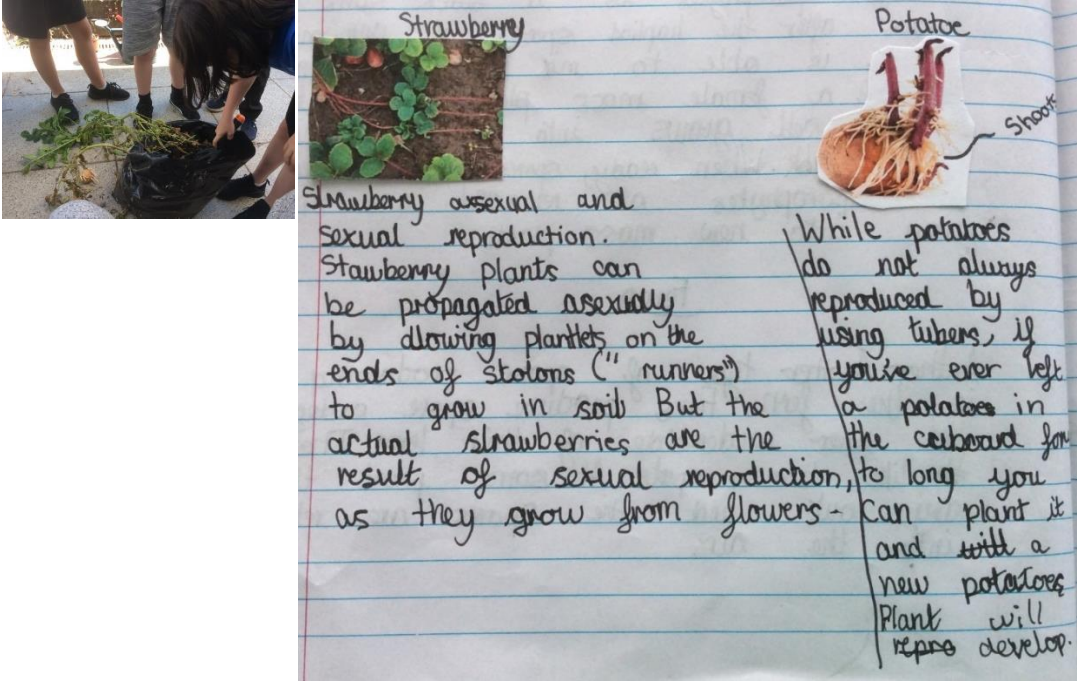
	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
A beekeeper was invited in to talk to the class about the role of insects in the life cycle of flowers. Following this visit, the children were asked to write about pollination and fertilisation.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>This shows a good level of understanding of pollination that meets the Year 3 statement, but is not sufficient to meet the Year 5 statement.</p>
Teacher observations		Working scientifically
<p>The writing about fertilisation shows a sophisticated understanding, based on the presence of male and female parts of flowers. Some of the vocabulary is not expected at Key Stage 2 – ‘stigma’ and ‘style’.</p>		

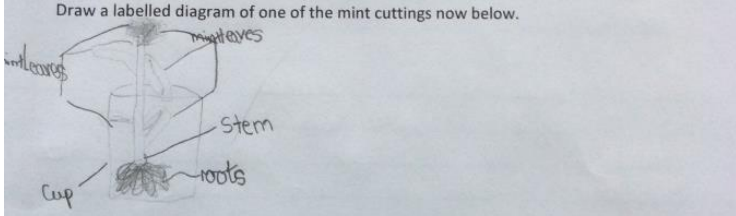

	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
<p>The class went outside to look at moss in different places to see if any of it had flowers. When looking closely, they noticed what looked like seeds, but no flowers. Back in class, the teacher showed them a close-up image of moss and its spores. This was then used to explain about sexual and asexual reproduction of plants. The children then researched how ferns and conifers reproduce.</p>				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Shannon shows an understanding that plants reproduce in different ways.
Teacher observations		Working scientifically
		Shannon uses secondary resources to carry out her research.

	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
	The children observed how potatoes and strawberry plants grew and reproduced.			

EVIDENCE OF LEARNING		ASSESSMENT	
Oral evidence	Examples of work		
			Knowledge
Teacher observations			Working scientifically

	Year	5	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>			
	Description of activity			
The children were shown how to take cuttings from mint. These were then grown in water and later planted in soil to take home.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	<p>Draw a labelled diagram of one of the mint cuttings now below.</p>  <p>You can grow mint from seed but most gardeners take cuttings. Why do you think this might be?</p> <p>Maybe "so they can grow them quicker and so it is easier for the farmers. go gardeners to plant"</p> 	<p>Shannon identifies a reason for gardeners to propagate plants using cuttings rather than growing them from seed.</p>
Teacher observations		Working scientifically



## Overall summary

Secure

Shannon describes the similarities and differences between the life cycles of different groups of animals. She shows an understanding of the process of reproduction of animals and plants and has an awareness that plants can reproduce both sexually and asexually.