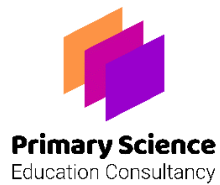






Examples of Work


Kiruthiga

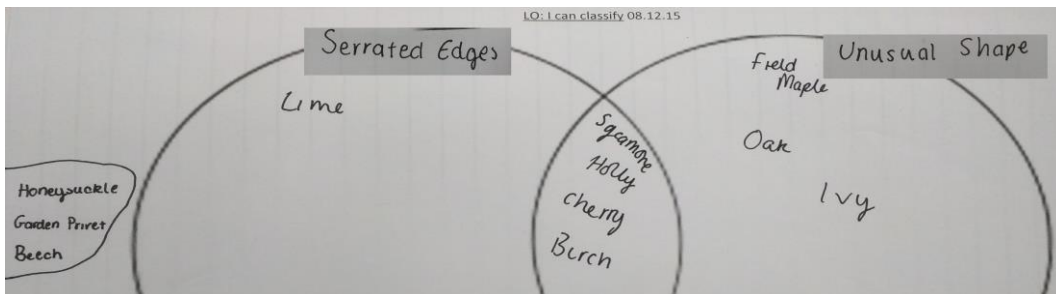
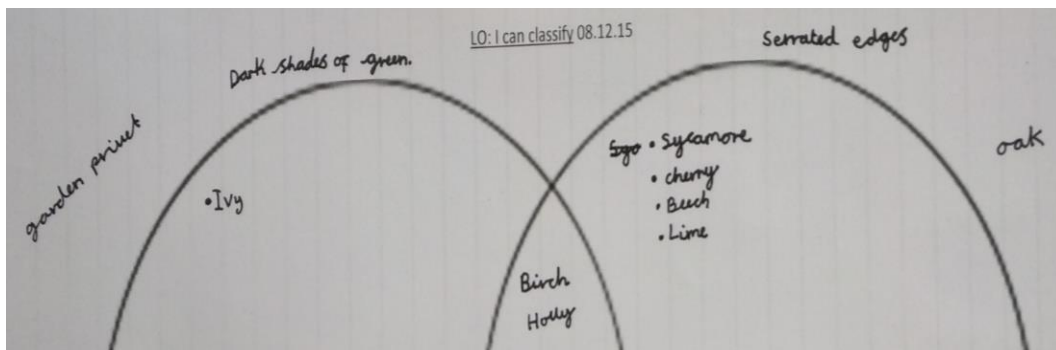
Living things and their habitats - Year 6




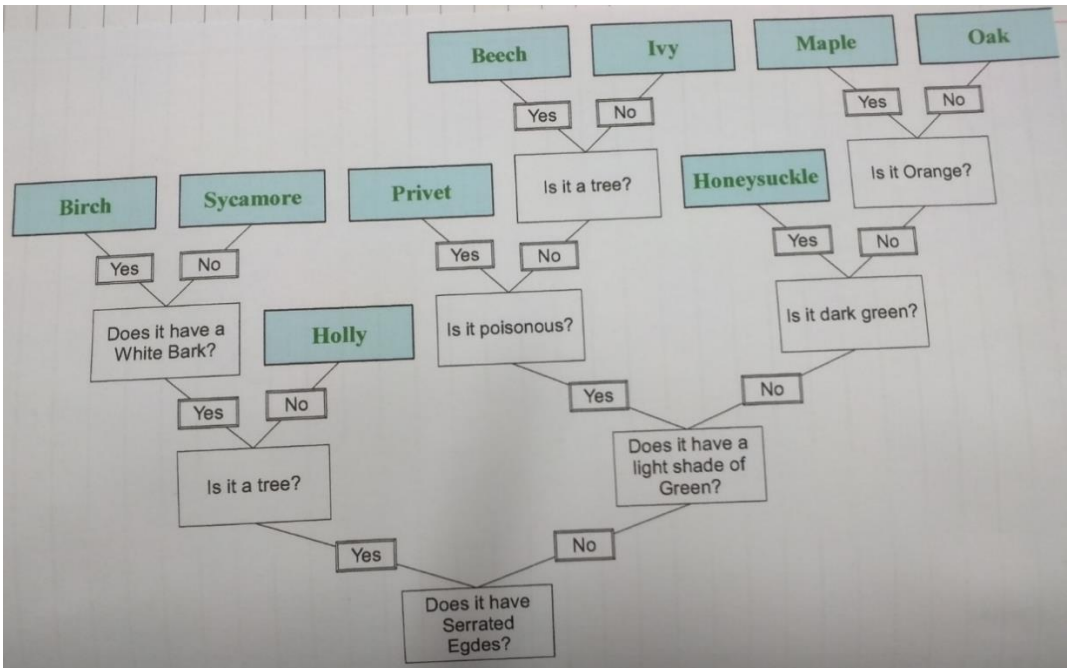
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. (Y4) 			
	Description of activity			
	The children were each given a leaf and asked to describe it to a partner. They then compared their leaves and identified similarities and differences. The leaves used were those found in the immediate environment that they had identified in previous years.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“They both have veins, but the holly has one big vein down the middle, with smaller ones coming from this. The sycamore has three big veins.”</p>		<p>Kiruthiga identifies similarities and differences between the leaves.</p>
Teacher observations		Working scientifically

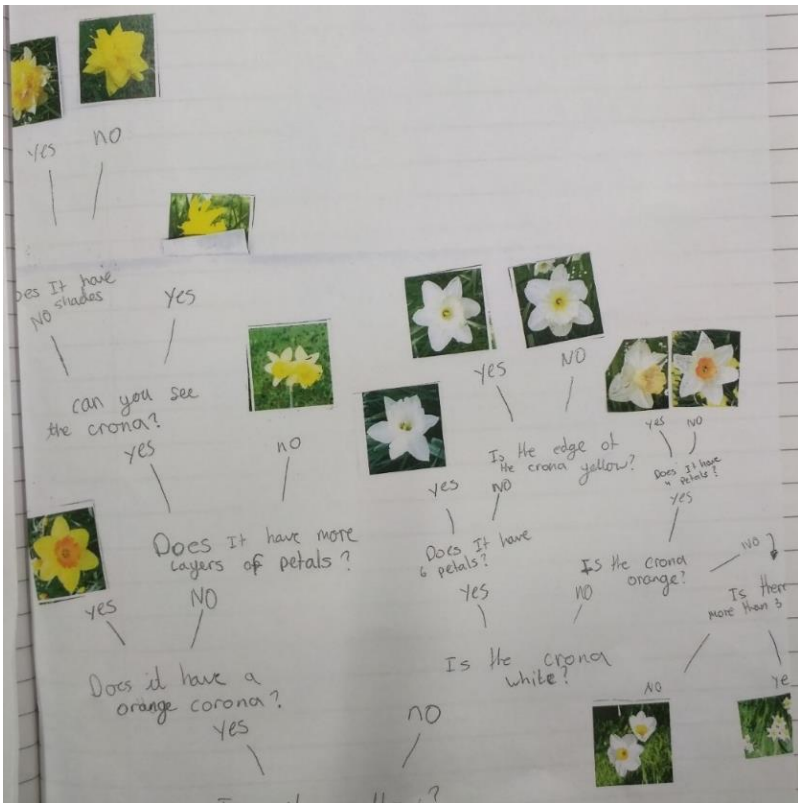
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. (Y4) 			
	Description of activity			
	After having time to generate ideas about many different ways to sort leaves, the children worked in small groups to classify the leaves using two criteria to create intersecting Venn diagrams.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Kiruthiga is secure on the Year 4 statement.
Teacher observations		Working scientifically
<p>These are two examples created by Kiruthiga's group.</p> <p>During the sorting, Kiruthiga sorted the leaves using a number of different criteria she suggested. She explained why particular leaves were put in each group.</p>		

	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics. 			
	Description of activity			
	The children were given a selection of leaves from the local area that they had studied in previous years. They were asked to generate a series of questions to create a key to enable younger children in Year 4 to name the leaves.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
<p>The question, 'Is it poisonous?', is based on subject knowledge. Other questions are based on observations of observable features made in previous years.</p>		<p>Kiruthiga sorts leaves using a classification key involving her own closed questions.</p>

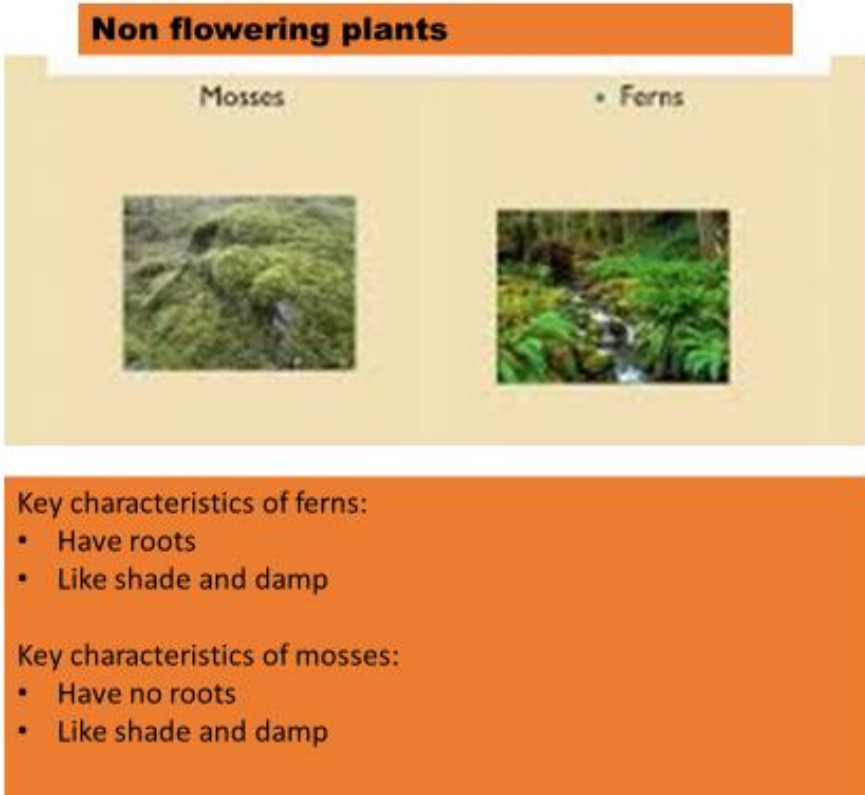
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics. 			
	Description of activity			
	As a class, they looked at a selection of tulips and discussed what they all had in common. Why are they all tulips, even though there are observable differences? The children were then given images of daffodils and asked to create their own classification key.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“These are all daffodils as they all have coronas and are all shades of white, yellow and orange. They all have the same shaped leaves.”</p>		<p>Kiruthiga has used observable features.</p> <p>She is aware that daffodils have common observable features and that, although these vary, they are still all daffodils.</p> <p>She is secure at classifying based on observable features.</p>
Teacher observations		Working scientifically
		<p>She is able to ask appropriate closed questions to split the daffodils into groups and present this in a classification key.</p>

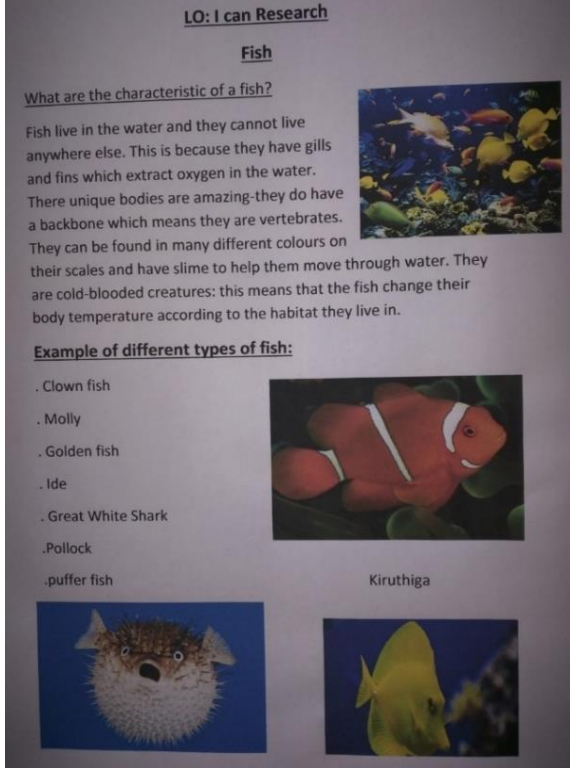
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences Give reasons for classifying plants and animals based on specific characteristics. 			
	Description of activity			
	The class were shown four plants images and asked to discuss which image they thought was the odd one out.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Kiruthiga understands that some plants flower and some do not.
Teacher observations		Working scientifically
Kiruthiga selected the pink flower with petals as the only image showing a flowering plant. She identified the conifers, ferns and mosses as non-flowering plants.		

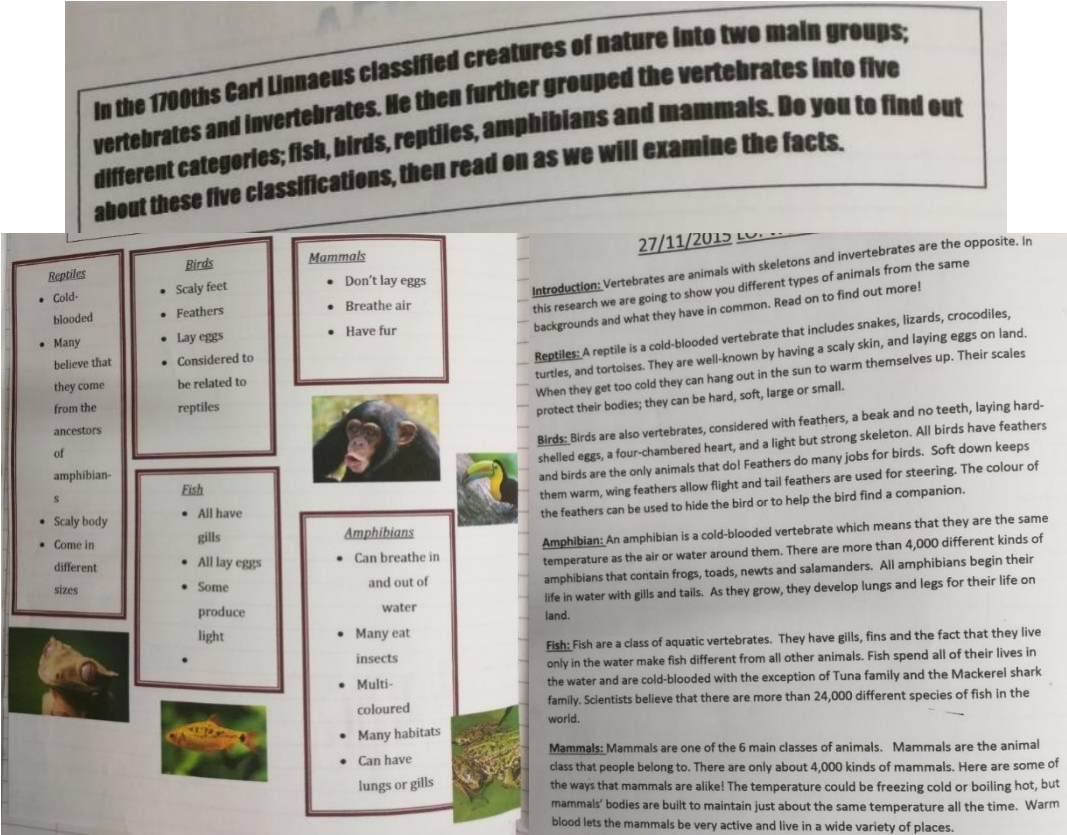
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics. 			
	Description of activity			
	The class was divided into groups to conduct some further research into the characteristics of the four broad groups of plants. Each group was asked to present any information they found in a way of their choice.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 <p>Non flowering plants</p> <p>Mosses • Ferns</p> <p>Key characteristics of ferns:</p> <ul style="list-style-type: none"> • Have roots • Like shade and damp <p>Key characteristics of mosses:</p> <ul style="list-style-type: none"> • Have no roots • Like shade and damp 	<p>Kiruthiga understands that some plants flower and others do not.</p> <p style="background-color: #FF0000; color: white; text-align: center; padding: 5px;">Working scientifically</p> <p>Kiruthiga chooses and uses secondary sources to research non-flowering plants and presents her findings appropriately.</p>

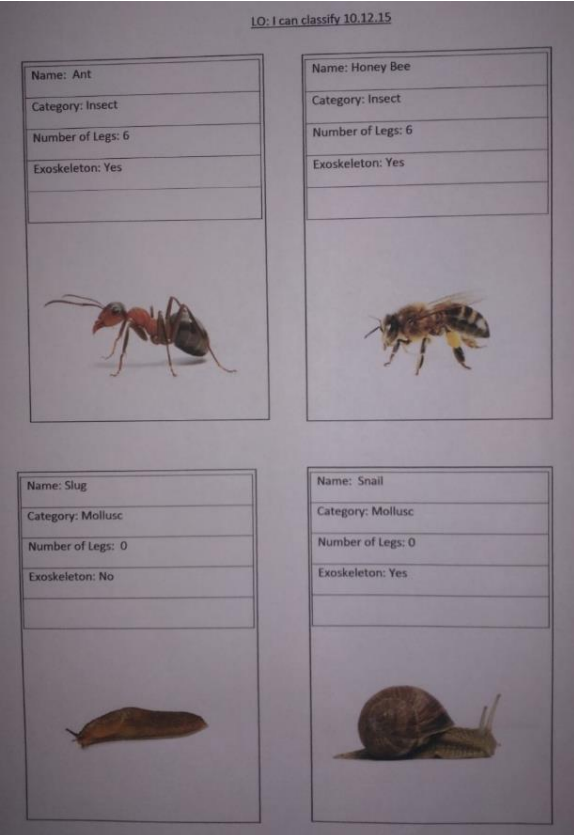
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. 			
	Description of activity			
	<p>Each child, in a group of five, was allocated one of the animal groups. They used the internet to research the main characteristics of that group and find examples. The children were encouraged to select their own way of presenting their research. Some children chose to create Word documents; others made PowerPoint presentations. They then used them to teach what they had learnt to the rest of their group.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Kiruthiga has identified some key features of fish through her research.</p>
		<p style="text-align: center;">Working scientifically</p> <p>Children were allowed to choose their own website, selecting and using appropriate terms for the search engine. Kiruthiga selected a website that she could understand while giving enough detail.</p> <p>She presented her findings appropriately.</p>

	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. 			
	Description of activity			
	After being taught about the other four animal groups, the children chose how to present their knowledge about the five vertebrate groups.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
Kiruthiga chose to present her learning as bullet points and then as a non-chronological report.		Kiruthiga shows a secure understanding of the five vertebrate groups. She recalls some key characteristics of each group.

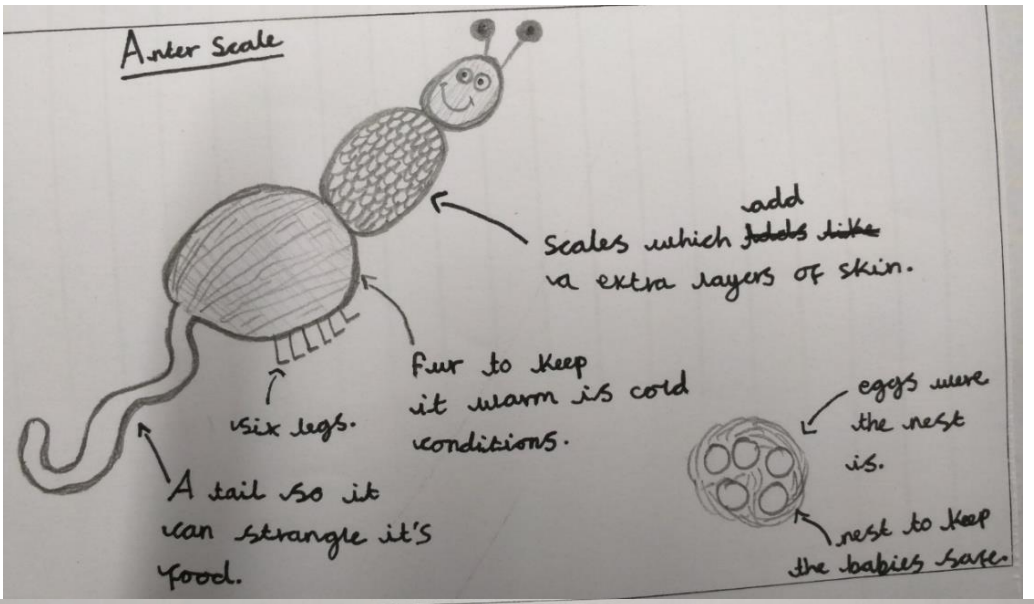
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. 			
	Description of activity			
	The children researched the characteristics of a number of invertebrates using the internet. Following on from this, they created fact files of key characteristics using Word.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	<p>LO: I can classify 10.12.15</p> 	<p>This shows a development in Kiruthiga's vocabulary to include the names of some invertebrate groups and the term 'exoskeleton'.</p>
		Working scientifically
		<p>Kiruthiga chose a suitable website to give her the information that she required for a number of different animals.</p> <p>She presented her findings appropriately.</p>

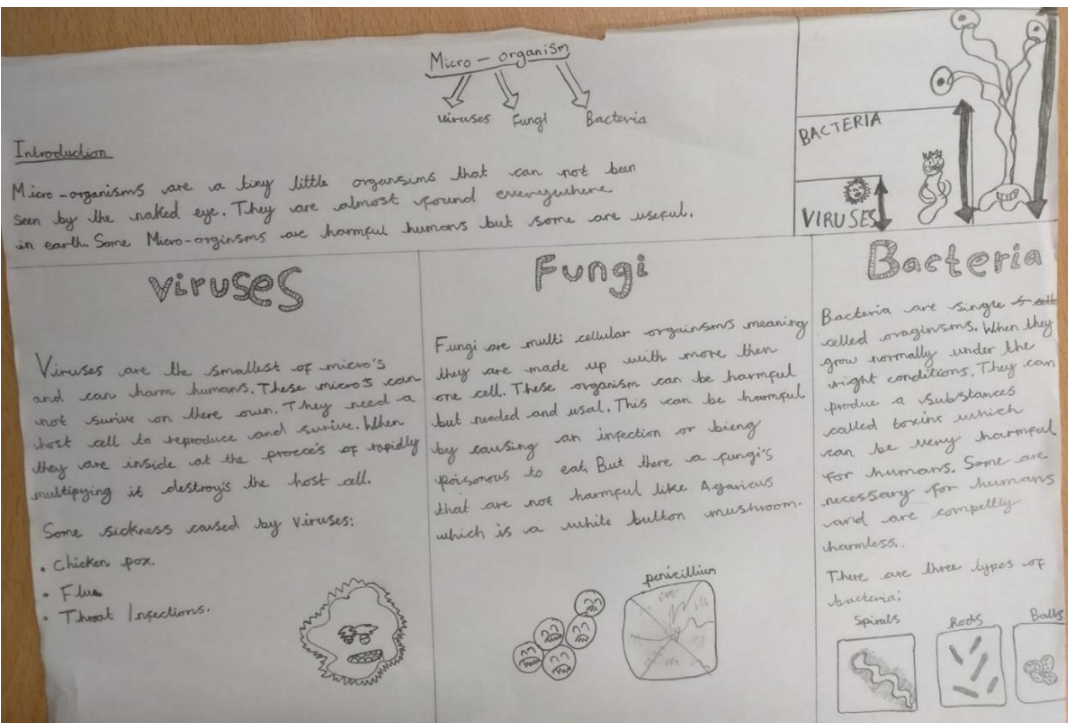
	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics. 			
	Description of activity			
	The children looked at different images of the platypus and discussed which features would put it into different groups.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“It’s got hair like a mammal. It’s got webbed feet like a duck and a funny flat beak. That means it’s a bit like a bird. Are those babies sucking milk? That’s like mammals. Hold on, if it’s a mammal, it shouldn’t lay eggs.”</p>	 <p style="font-size: small; text-align: center;">Platypus.....photographed at Ravenshoe ©Jonathan Munro, www.wildwatch.com.au</p>	<p>Kiruthiga uses her knowledge about the vertebrate groups to think about which group a platypus could belong to.</p>
Teacher observations	 	Working scientifically

	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics. 			
	Description of activity			
	The children were asked to create their own imaginary animals, giving their key features and explaining which group they would best fit into.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
		Kiruthiga uses her knowledge of insects to create an imaginary animal but gives it some features of other groups also – scales, fur and laying eggs in a nest.

	Year	6	Topic	Living things and their habitats
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. 			
	Description of activity			
	The children carried out research about different micro-organisms and presented this in their own way.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Through this activity, Kiruthiga has gained an awareness that there are other groups of living things, besides plants and animals.</p>
		<p style="text-align: center;">Working scientifically</p> <p>Kiruthiga chooses and uses appropriate secondary sources and presents her findings clearly.</p>



Overall summary

Secure

Kiruthiga sorts living things using a range of criteria and presents this in different ways – Venn diagrams and branching databases. She shows a good understanding of the key features of the five vertebrate groups and of some invertebrate groups. She uses this knowledge to talk about the most appropriate group for a platypus and an imaginary creature. She has been introduced to the classification of plants in terms of flowering and non-flowering plants. She also has an awareness that there are other groups of living things besides plants and animals, although this is at a superficial level which is, however, appropriate to Key Stage 2.