



Examples of Work

Charlotte

Living things and their habitats - Year 5







	Year	5	Торіс	Living things and their habitats		
Or -	Focus of assessment (National Curriculum statements)					
	Describe the life process of re	 Describe the life process of reproduction in some plants and animals. 				
PLAN Description of activity						
	Groups of pupils planted sunflower looked at images and real exampl and bindweed, discussing the diffe	es of bulbs (garlic and onions), g	inger rhizomes, potato tubers, brai	c (see following pages). They also mbles and strawberries (runners),		

	ASSESSMENT	
Oral evidence	Examples of work	Knowledge
"Some plants like blackberries and onions can reproduce sexually and asexually. We are growing sunflowers from seeds and mint by cutting stems off the plants which will grow roots and make new plants. Potato tubers are different from seeds because they don't come from flowers."		Charlotte distinguishes between sexual and asexual reproduction in some plants.
Teacher observations	<image/>	Working scientifically Charlotte sets up a simple observation over time to observe the growth of new plants propagated in different ways.

	Year	5	Торіс	Living things and their habitats		
Come me						
Q	Focus of assessment (National Curriculum statements)					
<i>A</i>	Describe the life process of reproduction in some plants and animals.					
PLAN V	Description of activity					
	The pupils made regular observat	ions of their plant grown from a s	eed.			

	Evidence of Learning				
Oral evidence	Examples of work	Knowledge			
Teacher observations	Diagram Observations Seed planted on 19th April. Soid is damp ino water required. Seedling should appear in 14-21 days. Seedling hasn't spirated. Soid is damp. No leaves. Ocm tall. Some plants were reported. Some plants were reported. Some plants were reported. Some plants died. Some plants died. Some plants have survived. Share died as the roots ran out of space. It leaves. Size for tall. Size died as the roots ran out of space. Size for tall. Size died as the roots ran out of space. Size for tall. Size for tall. Size died as the roots ran out of Space. Size for tall. Size died as the roots ran out of Space. Size for tall. Size died as the roots ran out of Space. Size for tall. Size died as the roots ran out of Space. Size for tall. Size died as the roots ran out of Space. Size for tall. Size died as the roots ran out of Space. Size for tall. Size died as the roots ran out of Space. Size for tall. Size died. S	43 on tall. 11 leaves (some dive) 50 on tall. 13 leaves. 70 on tall. 15 leaves. 81 on tall. 15 leaves. 85 on tall. 15 leaves. 90 on tall. 15 leaves. 90 on tall. 15 leaves. 15 leaves.	Working scientifically Charlotte makes and records regular observations of the plant.		

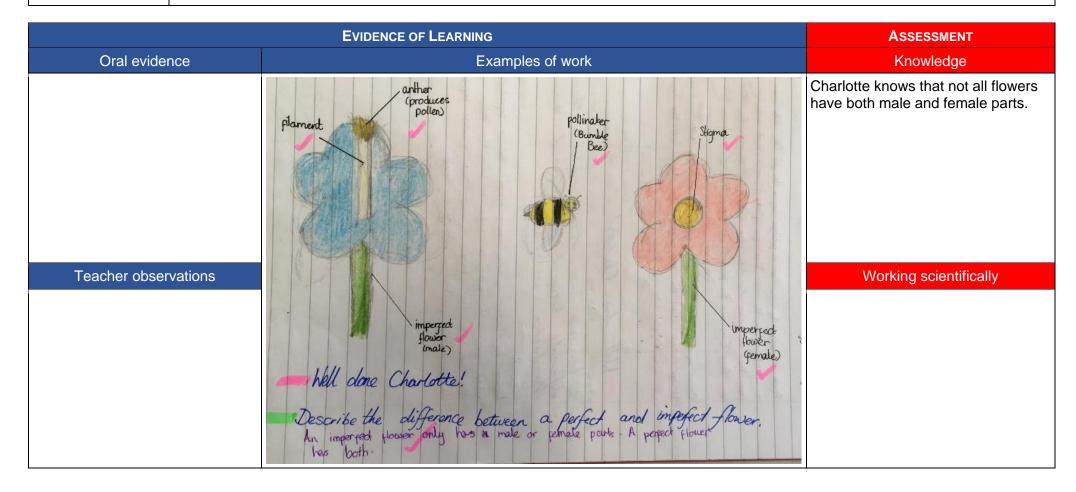
	Year	5	Торіс	Living things and their habitats		
Come me						
Q	Focus of assessment (National Curriculum statements)					
M.	Describe the life process of reproduction in some plants and animals.					
PLAN Planning for assessment	Description of activity					
	The pupils make regular observat	ions of their plant grown from a c	utting.			

	EVIDENCE OF LEARNING				
Oral evidence	Examples of work	Knowledge			
"The sunflower seed and the leaf cutting both grew into new plants. I don't think the mint died because it was a cutting. It needed to be planted into soil."	Diarg Diagram Observation Priched small mint leap placed it into cup of water on 26th April. Will start reproducing in between 1-2 weeks. Roote have grown. Stem with 8 leaves. 19 cm long.	-Mint has grown. Mint died.	Charlotte describes growth from a seed and a leaf cutting.		
Teacher observations	File I		Working scientifically		
	Roots have grown slightly lorger.		Charlotte makes and records regular observations of the plant.		
	Mint has started to form				

6.220	Year	5	Торіс	Living things and their habitats
Com m				
	Focus of assessment (National Curriculum statements)			
<i>A</i>	Describe the life process of reproduction in some plants and animals.			
PLAN Planning for assessment	Description of activity			
	This lesson re-visited work on sev various flowers.	kual reproduction in flowering plan	nts from Year 3 through observation	n, comparison and discussion of

	EVIDENCE OF LEARNING		
Oral evidence	Examples of work	Knowledge	
	Pebel Pebel Autor Filomans Sepel	Charlotte can remember the parts of a flowering plant and their functions, although her description of pollination omits the name of the female part.	
Teacher observations	Note of Frendle ? Anther Stigna, Filoment Style Ovary The mole part is colled the Stoman Sepal Anther + The inther produces pollon. The ponale part is colled the Carpel Filoment + The glament holds up the anther. Stigna + The digna is the opening of the ponale, organ. Great work Charlotte! Style + The dyle together is a tube that hade to the ovary. In your own words, describe Owary + The ovary holds the ovals. In your own words, describe Owary + The ovary holds the ovals. The plane is pollicated. The pollen port the Ather	Working scientifically	

	Year	5	Торіс	Living things and their habitats			
Q	Focus of assessment (National Curriculum statements)						
a constant	Describe the life process of reproduction in some plants and animals.						
PLAN W	Description of activity						
	Outside, the pupils made close of	servations to see if all flowers ha	d both male and female parts.				



	Year	5	Торіс	Living things and their habitats		
Com m						
Q	Focus of assessment (National Curriculum statements)					
Min in	 Describe the life process of reproduction in some plants and animals. 					
PLAN W Planning for assessment	Description of activity					
	In the last lesson on plant reproduction, the class revisited asexual reproduction, discussing the advantages and disadvantages.					

	ASSESSMENT	
Oral evidence	Examples of work	Knowledge
"When a plant reproduces asexually, the new plant is exactly the same. It uses less energy than sexual reproduction and doesn't need pollinators or another plant."	WALT: describe how priots reproduce associally. Polatives reproduce log when on a polatore begins to get little white stubs or, it - those are the rests When you plant it, rests shart growing from the seed polators. Soon, the stem will grow towards the sem. Gree Eventually, the polators will grow. This cycle continues. Onions reproduce when the rest is put in the seit. The most grow up to get cartight whild the roots grow in the grown Soon, the onion will stort to split into new origes	Charlotte can now describe and compare sexual and asexual reproduction in plants.
Teacher observations The teacher clarified that Charlotte knows onions can be grown from seeds or bulbs and that bulbs are an example of asexual reproduction.	Well done Charlotte! In your own words, describe the difference between Sexual and asexual reproduction in plants. Seven the reproduction is when you need Sexual reproduction is when you the pollinator needs to bring the pollen from the rule to the female placer and asexual reproduction is when the plant can de it by itself	Working scientifically

	Year	5	Торіс	Living things and their habitats	
mm	Focus of assessment (National Curriculum statements)				
	Describe the life process of reproduction in some plants and animals.				
PLAN Planning for assessment	Description of activity				
	The pupils were put into groups a class.	nd given a different animal life cy	cle to sequence. They presented the	neir life cycle to the rest of the	

	ASSESSMENT	
Oral evidence	Examples of work	Knowledge
Teacher observations Charlotte confidently worked in her group sequencing the life cycle of the turtle and described the stages of the life cycle without reading from the sheet when presenting to the class.	Turtle life code Turtle life code Turtle same reptiles which are code blooded animals Auge to the special second maturity between the special to make and fifty deconding on the special second maturity between the special route and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to make and fifty deconding on the special second to the sec	Charlotte knows the life cycle of a reptile. Working scientifically

	Year	5	Торіс	Living things and their habitats	
(gran	Focus of assessment (National Curriculum statements)				
PLAN	 Describe the life process of reproduction in some plants and animals. Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird. 				
Planning for assessment		Descriptio	on of activity		
	The pupils then wrote about the different life cycles from the presentations, choosing one specific animal from another group's presentation to describe in more detail.				

	EVIDENCE OF LEARNING			
Oral evidence	Examples of work	Knowledge		
Teacher observations	Chimpanzee's life cytle A chimpanzee don'ts their life as an infant. They drink their mother's milk for three years They then go into early development. They walk at the age of pour, and stay close with their mother until they're around	Charlotte knows the life cycle of a mammal.		
	5-1 years old. Chumpanees then grow rapidly fast.	Working scientifically		
	They begin reproducing between the ages of 10-15. They the start adulthood. They are able to have children and care for them. Then, they're elders. Chimpanzees have a lifespon of 45 years.	Charlotte presents detailed information from another group's presentation.		

(Annon	Year	5	Торіс	Living things and their habitats
X		Focus of assessment (Nat	ional Curriculum statements)	
PLAN	 Describe the life process of reproduction in some plants and animals. Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird. 			
Planning for assessment	Description of activity			
	The pupils then wrote about the c	ifferent life cycles of the different	groups of animals from the present	tations.

	EVIDENCE OF LEARNING	ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	Reptiles, a cold blooded animale, have a scaly-like skin." They bay eggs on land. An example of a reptile is a snake. Mammals warm blooded animals, give birth to live young (like humans). The mather ill produce mill for them. Al mammals have either heir or pas. Invertibrates don't have backbones. For example, spiders, badyburds, crats and stargish are all invertibrates. Amphibians, cold blooded animals, starts lize in water as larves. They then motor materinorphisis into an adult that can live on lond. Birds are warm blooded animals and by their eggs in a sape area so it's protected. Mich animal has the most interesting life cycle? Explain your choice. I think progs because they go through a metaps metamorphisis and they change completly and 1 think thats really cool.	Charlotte describes features of the life cycle of reptiles, mammals, amphibians, and birds. She describes a feature of invertebrates but not how they reproduce. She is not yet making comparisons that show the key ways in which the animal life cycles in the presentations are different from each other. Working scientifically

	Year	5	Торіс	Living things and their habitats	
(gran	Focus of assessment (National Curriculum statements)				
PLAN	 Describe the life process of reproduction in some plants and animals. Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird. 				
Planning for assessment	Description of activity				
	The pupils independently researched the life cycles of a range of other animals to answer the question, 'What makes different animal life cycles successful?'				

	ASSESSMENT	
Oral evidence	Examples of work	Knowledge
Teacher observations	Investigated for the life cycle successful? Sicgalypus Spiler Incomposition up previous made and Investigated The rolling of the second for the second Investigated They lay up to 25 eggs They lay lay and the second for 3 wells Corporate Bee They lay lay lay Investigate Emperior Begins They lay lay 1 agg They lay lay 1 agg They and the second mature in 7 weeks They lay lay 1 agg They take the gene up to 1 They lay lay 2 agg They take the second the mature of a compt Anophibians Anophibians Investigate They lay and constant do a lat the second They lay agg. Newt Newt Newt Newt Dones booked. Dog They land to prove the reach would would be the second They lay agg. Newt Dones booked. Dog They lay aggs. Matured They lay aggs. They lay aggs. They lay aggs. They lay aggs. They lay aggs. Dones booked. Dog They lay aggs. Matured They lay aggs. They l	Working scientifically Charlotte makes notes from secondary sources which includes information relevant to the success of the life cycle.

(Ann	Year	5	Торіс	Living things and their habitats	
		Focus of assessment (National Curriculum statements)			
PLAN	 Describe the life process of reproduction in some plants and animals. Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird. 				
Planning for assessment	Description of activity				
	The following day the pupils wrote	e a learning reflection.			

	EVIDENCE OF LEARNING	ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations Charlotte moves from specifics of a dog life cycle to a more general statement, showing a possible confusion.	WALT: Replect on what I have learnt. Vesterday, we learnt what makes a animal life cycle successful. For this examples I'm going to use a Domesticated Dog as an example. Their successful life cycle starts when the mother gives birth / lays an egg. The mothers gives birth to 58 puppies The animal will then reach sexual motivity. They'll reach this stope in between 1-3 years. The dog will be cared for by their siblings. Tartly, the animal will be able to reproduce That's how animals live a successful life cycle.	Charlotte describes one of the life cycles in more detail but is possibly unsure of a key feature of the mammalian life cycle. Working scientifically Charlotte does not draw information into a conclusion which fully answers the scientific enquiry question.

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Q	Focus of assessment (National Curriculum statements)			
<i>A</i>	Describe the life process of reproduction in some plants and animals.			
PLAN Planning for assessment				
	The pupils used information about	t migratory journeys completed b	y a range of animals to map their jo	purneys.

	EVIDENCE OF LEARNING				
Oral evidence	Examples of work	Knowledge			
Teacher observations	White conjugation is a solution of the initial of the solution	Charlotte recognises that migration is a feature of some life cycles and that it can be hazardous. Working scientifically Charlotte transfers information from one format to another.			

	Year	5	Торіс	Living things and their habitats
Come me				
Q	Focus of assessment (National Curriculum statements)			
Min .	Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.			
PLAN Planning for assessment	Description of activity			
	The pupils highlighted key facts a group and any exceptions they fo		mation cards and completed a table	e with a typical example from the

	ASSESSMENT	
Oral evidence	Examples of work	Knowledge
	Class Rephiles Amphilianc Insects Example Sea Turtle Frog Monarch Butterply name How do thay • The male slightly biles • The male's sperim • The sperm from the second the tail - reactions the genale's male perfitizes the aggs	Charlotte describes features of a typical life cycle of each animal group and identifies exceptions. There is still no specific comparison between groups, but she is
	"The parale slave if eggs when they get from the perale- she wents to mate ord into a pose called goes if doesn't. amplexue. "The male paces "	identifying differences in the life cycles of the typical and exceptional animals. She is using correct scientific vocabulary.
Teacher observations	Where one the "When the nother is Egg particilization "White is the index aggs? ready to by the eggs, happens outside the "Attached to the under- che goes to the back temple body, *? Side of a log:	Working scientifically
	Exceptions "It is quite common por "the mode the Downin Frog "Some inected give birth snakes to give strestlipe bobies in its to live young. birth to live young threat until they're needy "Honey Boes go through "Some elevelonogial to" to look ofter themselves. parthenogenesis. "The Suromian See lood's "spenn into the female turthe. "young jump off the mothers	
	ma reptiles can go through parthanogenesis an acculat way of reproduction.	

(Year	5	Торіс	Living things and their habitats
(Annon				
Focus of assessment (National Curriculum statements)				
Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.				
PLAN Planning for assessment	Description of activity			
The pupils classified animals according to features of their life cycle.				

	ASSESSMENT	
Oral evidence	Examples of work	Knowledge
Teacher observations	Live young by eggs humany dephants amphibiants, investibable, bute, to human see dep wildelevel in the program in the program is a spice of the formation of the program is and the program is an incomplete metamorphosis is after the program is and the program is a descent of	Charlotte uses the differences between the life cycles of different animal groups to classify them, using scientific terms on her key. Working scientifically

	Year	5	Торіс	Living things and their habitats	
(Promo					
Focus of assessment (National Curriculum statements)					
Min in	Description of activity				
PLAN Planning for assessment					
	nmals and birds reproduce. The pu differences.	pils made notes about what they			

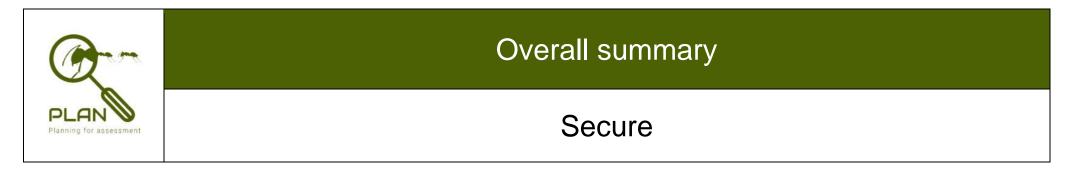
	ASSESSMENT	
Oral evidence	Oral evidence Examples of work	
Teacher observations	Helse and produce reach sould volurity as they are able to reproduce The genale will could be one on more aggs depending on the specific The agg reproduce The agg reproduce The agg reproduce The agg reproduce The agg will the agg will the agg will be bedded lagd the definitional promotion and the promotion for its produce to definitely definite of the binde, the formation for its goode will be matron ted the lad and the dealer agg inde the body the lad and the dealer age inde the body the lad and the dealer agg inde the body the lad and the dealer age inde the body the lad and the dealer age inde the body the lad and the genetic is a matron of the lad agter prove the provent to prove the provent is a matron of the lad agter prove the provent is a matron of the lad agter prove the provent is a matron of the lad agter provent where the provent is a matron of the lad agter prove the provent is a matron of the lad agter provent where the provent is a matron of the lad agter provent where the provent is a matron of the lad agter provent where the provent is a matron of the lad agter provent where the provent is a matron of the provent is a matron of the provent where the provent is a matron of the provent is a matrin of the provent is a matron of the provent is a matron of the provent is a matron of	Charlotte compares the life cycles of a bird and a mammal, identifying key features and using correct scientific language. Working scientifically

	Year	5	Торіс	Living things and their habitats		
(Prom. m.						
	Focus of assessment (National Curriculum statements)					
<i>M</i>	Lescription of activity					
PLAN Planning for assessment						
	human life cycle (from their					

Evidence of Learning		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	Conception a roombe adulthood / adult Puperty Childhead Childhead Childhead Childhead Childhead Cal Lipe Cycle Conception Cal Lipe Cycle Conception SS-500 days Conception Can Lipe Cycle Conception SS-500 days Can Lipe Cycle Conception Con	Working scientifically Charlotte presents her research findings as a diagram.

	Year	5	Торіс	Living things and their habitats
Com m				
Focus of assessment (National Curriculum statements)				
A.	Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.			
PLAN Planning for assessment	Description of activity			
	The pupils made comparisons be	ween the life cycles they had lea	rnt about.	

	ASSESSMENT	
Oral evidence	Examples of work	Knowledge
Teacher observations	S compare the human life cycle to the cat life cycle: Different. In the human life cycle, gestation is 9 month's long, for cats it's shorker. Similar: Cats and humans give birth: What did I pind most interesting and why? I found that in the cat life cycle, gestation is 57-68 days long. I found this interesting because I thought it'd be longer. Comparing the human life cycle to an amphibians (free) life cycle. Different: Birds lay eggs, humans don't. Birds can lay up to twenty-five eggs. They take care of the baby bird por 3 weeks. Similar: To reproduce, birds and humans need a male and a female. They both go through conception and gestation.	Charlotte compares the human life cycle with that of another mammal and a bird. Working scientifically



Charlotte can name several ways that plants reproduce asexually and knows about the process of sexual reproduction in flowering plants. She can describe growth from a seed and a cutting, and can compare the features, advantages and disadvantages of sexual and asexual reproduction.

She has researched the life cycles of mammals, birds, amphibians and insects (and also some fish and reptiles), recognising what is typical for each group, describing them using correct scientific terms and using diagrams and tables to compare them.