


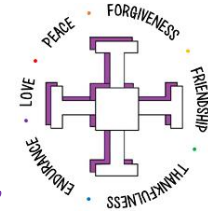
Christ Church CE Primary School

Science Assessment

'Train up a child in the way they should go and when they are old, they will not depart from it.'



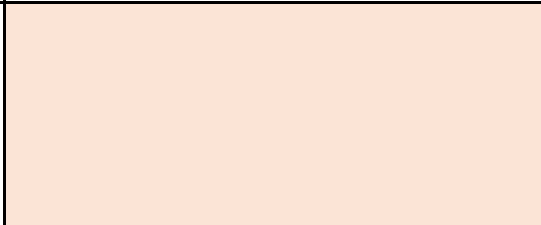
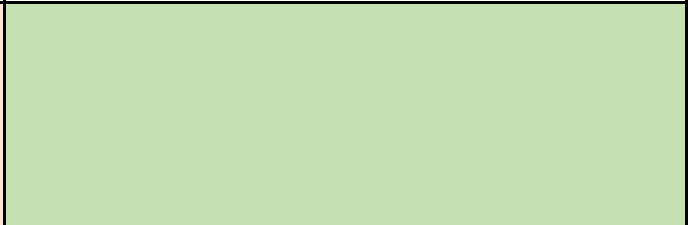
Proverbs 22:6

<p>KSI Year 2 Physics</p>	<p>Unit: Living Things and their Habitats</p>
	<p><u>Core Curriculum Content:</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>
<p>Knowledge and understanding</p>	<p>Expected</p> <p>Compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there.</p> <p>Identify a range of living things in habitats of various sizes.</p> <p>Construct a simple food chain and identify what is eating what.</p> 
<p>Pupils</p>	



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<p>Knowledge and understanding</p>	<p><i>Working Towards</i></p>  <p>Know that some things are alive and some things are dead and give examples.</p> <p>Identify that a habitat supplies living things with what they need.</p> <p>Identify a limited range of living things in their habitats.</p> <p>Identify a predator-prey relationship</p>	<p><i>Greater Depth</i></p>  <p>Explain how they know that a thing is alive or dead and give examples of things that are alive, dead and never been alive and compare them.</p> <p>Explain why there may be a limit as to how many of a certain living thing can live in a particular area.</p> <p>Identify a range of living things and suggest why they may be found in that habitat.</p> <p>Suggest, within a simple food chain, what might happen if one of the living things becomes scarce.</p>
<p>Pupils</p>		
<p><i>Pupils with additional needs have made the following responses</i></p> <p><i>Understand that some things are alive and some things are dead</i></p> <p><i>Identify that a habitat supplies living things with what they need with help</i></p> <p><i>Identify a limited range of living things in their habitats with help</i></p> <p><i>Identify a predator-prey relationship with help.</i></p>		