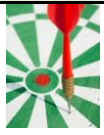

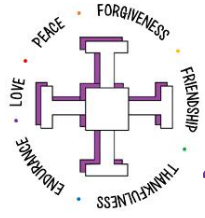




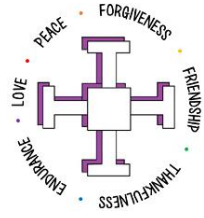
Christ Church CE Primary School
Science Assessment

'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>Upper KS 2 Y6</p>	<p>Unit: Living Things and Their Habitats.</p> <p>Learning Objective: Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	
<p align="center">Core Curriculum Content:</p>		
<p>Knowledge and understanding</p>	<p>Expected</p> <p>Explain why certain features are useful in classifying living things, e.g. backbones in animals and flowers in plants.</p> <p>Use similarities and differences in observable features to decide how living things should be grouped e.g. a cat is a mammal because it is warm blooded and gives birth to live young.</p>	
<p>Pupils</p>	<div style="background-color: #e0f0e0; height: 65px;"></div>	
<p>Knowledge and understanding</p>	<p>Working Towards</p>  <p>State how plants and animals can be classified using specific characteristics.</p> <p>Identify the broad groups into which living things are classified, e.g. mammals, birds etc.</p>	<p>Greater Depth</p>  <p>Explain why other features are less useful as a basis for classification, such as size or colour.</p> <p>Explore why some living things, such as the duck billed platypus, don't neatly fit into just one group and explain the reasons why.</p>
<p>Pupils</p>	<div style="background-color: #ffe0e0; height: 85px;"></div>	<div style="background-color: #e0f0e0; height: 85px;"></div>
<p>Pupils with additional needs have made the following responses</p> <p>State how plants and animals can be classified using specific characteristics, with help.</p> <p>Identify the broad groups into which living things are classified, e.g. mammals, with help.</p>		



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