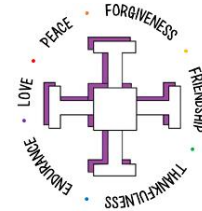


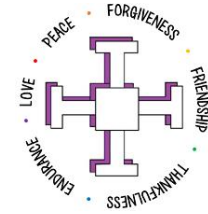


Christ Church CE Primary School
Science Assessment



*'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: <i>Animals including Humans</i></p> <p><i>Learning Objective: 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</i></p> <p><i>Give reasons for classifying plants and animals based on specific characteristics</i></p>
	<p>Core Curriculum Content:</p>



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Explain why certain features are useful in classifying living things, e.g. backbones in animals and flowers in plants.

<p>Knowledge and understanding</p>	<p>Expected 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>Explain why certain features are useful in classifying living things, e.g. backbones in animals and flowers in plants.</p> 
<p>Pupils</p>	
<p>Knowledge and understanding</p>	<p>Working Towards</p>  <p>Identify the broad groups into which living things are classified, e.g. mammals.</p> <p>State how plants and animals can be classified using specific characteristics</p> <p>Greater Depth</p>  <p>Explore why some living things, such as the duck billed platypus, don't neatly fit into one group.</p> <p>Explain why other features are less useful as a basis for classification, such as size or colour.</p>
<p>Pupils</p>	
<p>Pupils with additional needs have made the following responses Identify the broad groups into which living things are classified, e.g. mammals, with help.</p> <p>State how plants and animals can be classified using specific characteristics with help.</p>	