

Plan for Focused Assessment of Science

Topic: Living things and their habitats	Year: 6 Age 10-11	Title: Invertebrate research
Working Scientifically Review: Report and present findings from enquiries using appropriate scientific language		Conceptual Knowledge Give reasons why a particular invertebrate belongs to a certain group
Assessment Focus <ul style="list-style-type: none"> Can children report and present information about an invertebrate classification group 		
Activity (to be completed after some input of animal classification) Show children some invertebrate film clips (e.g. David Attenborough). Explain that their task is to research different invertebrates (show examples). Brainstorm – how will you share what you have found out? - films, posters, models (playdough), write, drama, hot-seating, etc. Children to work in small (mixed ability) groups and should be given a different invertebrate group to focus on (annelids, molluscs, insects, arachnids, crustaceans and myriapods). Each group must give an example and describe the features which make it a member of its classification group. Adapting the activity Support: Adult support – prompting children to describe features: How do you know it is a mollusc? How is it different to an insect? Extension: Give the children a fictitious animal that the children have to classify, using branch diagrams that they are familiar with. Children to design their own species of living thing that would fit in with one of the classification groups. Other ideas: use a tablet / camera to film their presentation Key Questions <ul style="list-style-type: none"> Why is your invertebrate a member of the group? Why could it not fit within a different group? What other invertebrates are also members of this group? Which scientific visual aids will you prepare to illustrate how your invertebrates are classified? How can you ensure that you clearly present the information about your group in a way that others can understand? 		
Assessment Indicators Not yet met: Report and present information about an animal classification group explaining that there are differences between groups of animals Meeting: Explain all of the key characteristics of that group and how they differ from other groups. Able to justify why their chosen animal belongs to one invertebrate group and not another. Exceeding: Able to explain how invertebrates from a broad range of habitats are classified with reasons why. Could answer questions about an unfamiliar invertebrate and decide which group it belongs to.		