Plan for Focused Assessment of Science

Topic: Living things and their habitats.	Year 6 Age 10-11	Title: Outdoor keys

Working Scientifically **Do:** Record the results of a survey using a classification key	**Conceptual Knowledge** Give reasons for classifying plants and animals based on specific characteristics

Assessment Focus
- Can children create questions which separate animal groups?
- Can children use a classification key?
- Can children record their research clearly, using scientific language?

Activity *We are going to be environmental scientists.*
What different living things are found in our local environment? How could we find out? Conduct a local wildlife survey in or around the school grounds. Remember to include plants and animals. As class, look at a classification key. Teacher to choose one example from survey – how can we classify this? What characteristics does it have? Can you make a key for younger children to identify animals and plants in the school grounds?

Adapting the activity
Support: Provide children with a table/Venn diagram/sorting hoops to group the samples. Provide name cards for different groups to help children decide their groups, e.g. in/vertebrates, insects, spiders, microorganisms, etc. Prompt with questions to support developing a classification key, e.g. Does the sample have leaves? Does the sample have wings?
Extension: Encourage children to use computers and books to identify and name the plants and animals collected.

Key Questions
- What is similar about these samples?
- What is different about these samples?
- Why is this sample here?
- What characteristics does this sample have?
- Does it have a skeleton? Inside/outside?

Assessment Indicators

Not yet met: With support, children can group animals and plants according to their characteristics but may not know scientific names of their sub-divided groups, *e.g. a worm does not have a skeleton*

Meeting: Children can use the structure of a classification key to group and record their samples. They can produce a list of questions that support their classification *e.g. Does it have a segmented body? Yes – worm, No – does it have a shell? Etc.*

Exceeding: Explores different classification key structures (e.g. branching). Can explain the limitations of their key, *e.g. I found a yellow ladybird rather than a red one*