

## End of Unit Assessment | Science | Year 2 | Living Things and Their Habitats

All	Most	Some
<p>Say what is different about things that are living, dead or have never been alive, identify some of the plants and animals in a familiar habitat, sort objects into categories, find microhabitats, describe the conditions in a habitat, ask questions about different habitats, describe the characteristics of some plants and animals and name some sources of food.</p>	<p>Explain some of the life processes, ask questions to decide if a thing is living, dead or has never been alive, identify some plants and animals in global habitats, draw a map of a local habitat, sort objects into categories and give reasons for their choices, identify and name minibeasts in microhabitats, gather and record information, suggest how an animal is able to survive in their habitat, answer questions about habitats they have researched, explain why the animals in a habitat need the plants and draw a simple food chain.</p>	<p>Identify a variety of plants and animals in a range of habitats, choose their own objects to go into given categories, use information they have gathered to suggest an answer to a question and suggest why the plants in a habitat need the animals.</p>
33%	33%	33%
<p>Name Name Name Name</p>	<p>Name Name Name Name</p>	<p>Name Name Name Name</p>









# NC Aims Covered in Livings Things and Their Habitats

To explore and compare the differences between things that are living, dead, and things that have never been alive.

To use their observations and ideas to suggest answers to questions.

To identify and name a variety of plants and animals in their habitats.

To identify and classify, and sort objects into categories.

To identify and name a variety of plants and animals in their habitats, including microhabitats.

To gather and record data to help in answering questions.

To 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.

To ask simple questions and recognise that they can be answered in different ways.

To 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 by considering the adaptations of animals, and how living things in a habitat depend on each other.

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.

# I can...

# Science | Year 2 | Living Things and Their Habitats

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>I can compare the differences between things that are living, dead and have never been alive.</b>	<b>I can map a habitat and identify what is in it.</b>	<b>I can identify animals in their habitats.</b>	<b>I can describe a habitat and identify animals live in it.</b>	<b>I can identify how an animal is suited to its habitat.</b>	<b>I can use a food chain to show how animals get their food.</b>
I can explain some of the life processes.	I can draw a map of a local habitat.	I can find microhabitats.	I can describe the conditions of a habitat.	I can describe the features of some animals.	I can name some sources of food.
I can explain how life processes can tell us if something is living, dead or has never been alive.	I can draw and label the trees and plants.	I can identify and name the minibeasts I find there.	I can identify features of different animals.	I can identify the needs of different plants and animals.	I can give examples of carnivores, herbivores and omnivores.
<b>I can answer questions about things that are living, dead or have never been alive.</b>	<b>I can record or suggest which animals live there.</b>	<b>I can use information I have gathered to answer a question.</b>	<b>I can identify the needs of different plants and animals.</b>	<b>I can suggest how an animal survives in its habitat.</b>	<b>I can order living things in a food chain.</b>
I can say if something is living, dead or has never been alive.	I can classify objects as those that are living, dead and those that have never been alive.	I can record information about minibeasts in a table.	I can ask and answer questions about habitats.	I can explain how living things in a habitat depend on each other.	
I can give reasons for my answers.	I can sort given objects into categories and give reasons for my choice.	I can present my results in a pictogram.	I can ask questions about different habitats.	I can explain why the plants in a habitat need the animals.	
	I can suggest my own objects to go into each of the categories.	I can use my findings to compare 2 microhabitats.	I can use research to find answers to questions.	I can explain why the animals in a habitat need the plants.	



# Science: Living Things and Their Habitats

**K**



**W**

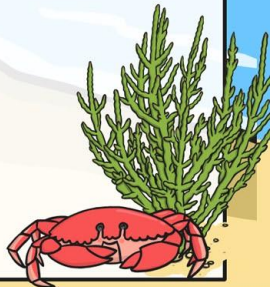
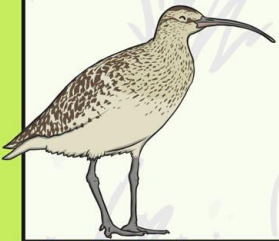
**L**



What I know

What I want to know

What I have learnt





# assessment guidance

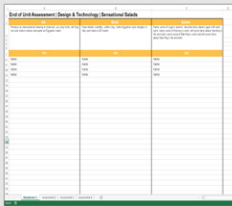


# Planit Unit Assessment Suggestions

Each **planit** unit has the following assessment tools included.

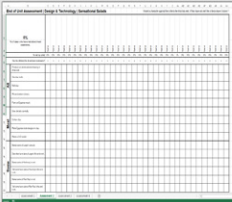
## Spreadsheet

Various assessment options have been provided in a spreadsheet to offer maximum flexibility and opportunity for editing to suit your needs.




### Assessment One

This sheet lists the 'all/most/some' statements related to what children will learn during the unit. Children's names can be entered in the appropriate column and the spreadsheet will calculate the proportion of the class at each stage.



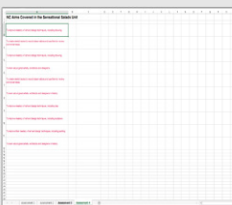
### Assessment Two

This sheet splits down the 'all/most/some' statements on the previous sheet in a class grid, allowing a more detailed picture. The spreadsheet will calculate the proportion of the class at each stage as well as the percentage of statements achieved by each child.



### Assessment Three

This sheet lists the aim and success criteria for each lesson across the unit in a class grid. The spreadsheet will calculate the percentage of statements achieved by each child. If you would prefer to focus purely on the aims or success criteria alone, the relevant rows can easily be deleted.



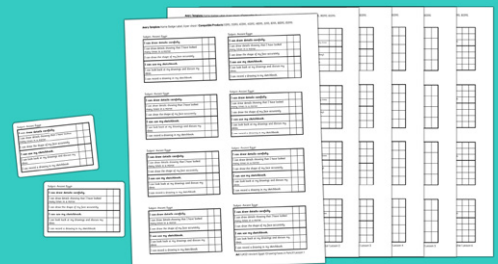
### Assessment Four

This sheet simply lists the elements of the National Curriculum addressed by the unit for you to cut and paste if required.

## Child Led Assessment

### Success Criteria Grids (per lesson)

These individual grids listing the aims and success criteria with check boxes can be given out at the start of the lesson so that children have them to refer to during their learning. At the end of the lesson children can self or peer assess against the criteria. A second box is provided for teachers to then record their assessment.



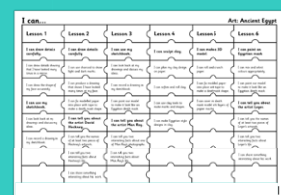
### KWL Grid

These grids can be done individually or as a class at the start and end of a unit to record what children **know**, what they **want** to know, and what they have **learnt**.



### Jigsaw Target

These sheets list the aims and success criteria for each lesson across the unit in a child friendly jigsaw grid. These could be stuck in books and coloured in before/during/after the unit as a continuous assessment document to show progression, or used at the end of each lesson or the unit to record learning.



# Assessment Ideas within Lessons

Some handy ideas from our **Planit** teaching team on how you could assess within a lesson.

## Planit Success Criteria Grids

These individual grids are provided for each lesson and will print out on label templates for convenience.

## Planit Activity Sheets

Our activity sheets have three circles below the aim box for optional assessment, using the traffic light system or colouring 1, 2 or 3 circles as appropriate.

## Whiteboards

Useful throughout the lesson, whiteboards give you the opportunity for individual feedback and a quick way to spot misconceptions.

## Traffic Light, Smiley Face Fans or Thumbs Up/Thumbs Down

A fun way for children to show their confidence and understanding at different points throughout the lesson.

## Stimulus and Card Response

Useful in a variety of lessons, children can be given a word or a statement and they respond using a relevant card from the pack they have been given. This could be saying a word and children showing the correct picture card, or reading a statement and children showing true or false. These could also be A/B/C/D cards to be used as multiple choice responses to a quiz on the IWB.

## Lesson Reflection

Children record how they felt about the lesson, what their next steps should be and any questions they have. Suggestions within this include:

- Using colour coded pens (e.g. tickled pink, polishing purple, green for growth)
- Smiley faces to indicate enjoyment and understanding of the lesson
- Peer assessment
- Traffic light system to indicate understanding

At the beginning of the next lesson children could be given time to respond to any feedback.

## Bookending

A question could be set at the start of the lesson and repeated at the end to show progression.





Be kind to yourself, you're doing wonderfully.

