

End of Unit Assessment | Science | Year 5 | Living Things and Their Habitats

All	Most
<p>Identify parts of a flower, give one difference between sexual and asexual reproduction, describe ways plants can be pollinated, identify plants that reproduce asexually, describe ways to grow new plants other than from seed, identify the stages in the process of sexual reproduction. Identify different types of mammals, give three facts about Jane Goodall. Describe threats faced by chimpanzees, identify familiar animals that undergo metamorphosis and order the stages of the life cycles of mammals, birds, insects and amphibians.</p>	<p>Explain the function of the parts of a flower, give two differences between sexual and asexual reproduction, identify the features of plants pollinated by insects or the wind, describe the stages of sexual reproduction, describe the differences between the three types of mammals, give four facts about Jane Goodall, describe the stages of the life cycles of mammals, birds, insects and amphibians and identify similarities and differences between the life cycles of different plants and animals.</p>
33%	33%
Name Name Name Name	Name Name Name Name



Some

Give two advantages and two disadvantages of sexual and asexual reproduction, explain how a plant's features are adapted to pollination by insect or wind, explain that plants that reproduce asexually are genetically identical to the parent plant, explain the classification of different mammals, give five facts about Jane Goodall, explain how the threats faced by chimpanzees could lead to the extinction of the species and compare the stages of the life cycles of plants, mammals, birds, insects and amphibians.

33%

Name

Name

Name

Name



NC Aims Covered in Living Things and Their Habitats

To describe the life process of reproduction in some plants and animals.

To describe the life cycle of a mammal.

To describe the process of reproduction and the life cycle of a mammal.

To describe the differences in the life cycles of an amphibian and an insect.

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can...



Science | Year 5 | Living Things and Their Habitats

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can describe how some plants reproduce.	I can describe how some plants reproduce.	I can describe the life cycles of different mammals.	I can explain what Jane Goodall discovered about chimpanzees.	I can compare the life cycles of amphibians and insects.	I can compare the life cycles of plants, mammals, amphibians, insects and birds.
I can explain the difference between sexual and asexual reproduction.	I can describe asexual reproduction in plants.	I can describe the process of reproduction in mammals.	I can describe Jane Goodall's work with chimpanzees.	I can explain metamorphosis and give examples.	I can identify the stages of a bird's life cycle.
I can identify the function of the parts of a flower.	I can identify advantages and disadvantages to sexual and asexual reproduction in plants.	I can describe different types of mammals.	I can explain why chimpanzees are endangered.	I can describe the life cycles of amphibians and insects.	I can describe the similarities and differences between different plants' and animals' life cycles.
I can describe ways that plants are pollinated in order to reproduce.	I can explain different ways to make new plants.	I can describe and compare the life cycles of different mammals.		I can describe the similarities and differences between the life cycles of amphibians and insects.	



Science: Living Things and Their Habitats

K

What I know

W

What I want to know

L

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)*

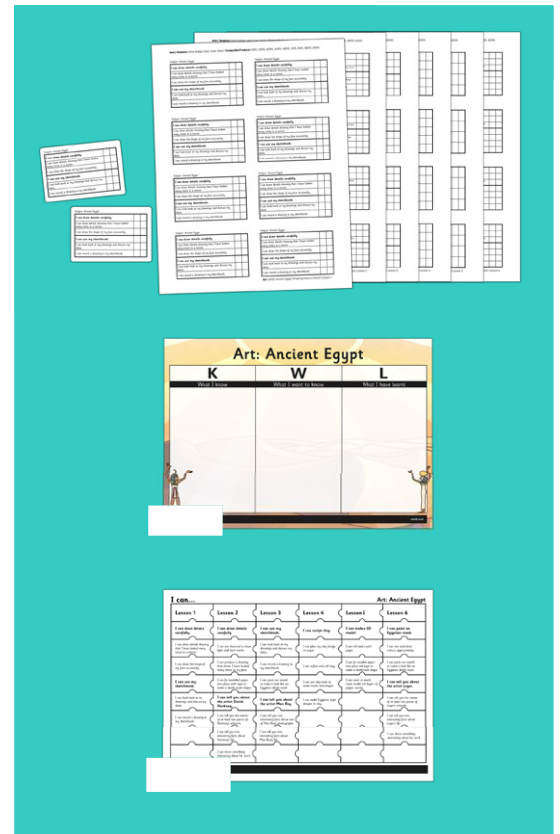
These individual grids listing the aims and success criteria with check boxes can be given out at the start of the lesson so that children have them to refer to during their learning. At the end of the lesson children can self or peer assess against the criteria. A second box is provided for teachers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

