


<p>Topic: Living things and their habitats</p>	<p>Year: 6 Age 10-11</p>	<p>Title: Invertebrate research</p>
<p>Working Scientifically Review: Report and present findings using appropriate scientific language</p>	<p>Concept Context Give reasons why a particular invertebrate belongs to a certain group</p>	
<p>Assessment Focus</p> <ul style="list-style-type: none"> Can children report and present information about an invertebrate classification group? 		
<p>Activity <i>Today we are zoologists.</i> (To be completed after some input on animal classification). Show children some invertebrate film clips (e.g. David Attenborough). Explain that their task is to research different invertebrates (show eggs). Discuss: how will you share what you have found out? Agree options e.g. poster, labelled diagram or model (playdough), written report, information leaflet, drama, animation etc. Give small groups 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. Present/share with rest of the class. Groups peer assess against agreed success criteria.</p>		
<p>Adapting the activity Support: Prompt children to describe features: how do you know it is a mollusc? How is it different to an insect? Extension: Use branch diagrams to classify unfamiliar animals. Ask pupils to find unusual animals for others to classify. Other ideas: Children to design their own species of living thing that would fit into one of the classification groups.</p> <p>Questions to support discussion</p> <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? 	<p>P4</p> 	
<p>Assessment Indicators Not yet met: Report and present information about an animal. Explains some differences between animals, but lack of clarity about the classification groupings. 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. E.g. a ladybird is an insect as it has an exoskeleton, a three-part body and three pairs of jointed legs. Possible ways of going further: 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.</p>		



Pupil box 4 - assess peers. See TAPS pyramid for more examples.