

Science Assessment Grid : Life Cycles : Year 5

Life Cycles																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
Science																				
Lesson 1	Can children name and describe the functions of the main parts of flowers?																			
	Can children describe the life process of sexual reproduction in flowering plants?																			
	Can children identify and label the parts of flowers?																			
Lesson 2	Do children understand what asexual reproduction is?																			
	Can children explain some ways in which plants reproduce asexually?																			
	Can children describe the life cycles of some asexually reproducing plants?																			
Lesson 3	Can children define some of the ways in which sexual reproduction in animals occurs?																			
	Can children compare species that reproduce in different ways and consider reasons why?																			
	Can children record data using scientific graphs and/or diagrams?																			
Lesson 4	Can children describe the conditions in a local environment as well as other environments around the world?																			
	Can children establish causal links between the life cycle of animals and their environment?																			
	Can children compare the life cycles of animals living in different environments?																			
Lesson 5	Using scientific vocabulary, can children explain some of the ways in which different animals reproduce?																			
	Can children compare the life cycles and methods of reproduction of different animals?																			
	Are children able to give reasons for the differences between life cycles of different animals?																			
Lesson 6	Do children understand what naturalists do?																			
	Can they explain why the work of naturalists is important?																			
	Can children give reasons why secondary sources of scientific evidence cannot always be trusted?																			