

Year 5 Science Assessment: Living Things and Their Habitats

Learning objective: To demonstrate an understanding of life cycles, habitats, and environmental factors affecting living things.

Read each question carefully. Use your scientific knowledge to provide clear and accurate answers. Ensure you use full sentences where required.

Nova the owl is observing the local woodland. She notes that the trees provide shelter for birds, while the pond nearby is full of frogspawn. Meanwhile, Bea the honeybee is busy moving between wildflowers in the meadow, and Kit the fox is preparing a den for her soon-to-be-born cubs. Every creature has a specific role and a unique way of surviving in its home.

Word bank: Life cycle · Adaptation · Environment · Reproduction · Metamorphosis · Mammal · Amphibian · Habitat · Pollination

1. 1. Explain the difference between the life cycle of a mammal, like Kit the fox, and an amphibian, like a frog. (2 marks) (2 marks)

2. 2. Bea the honeybee plays a vital role in plant reproduction. Describe how she helps flowers to create seeds. (3 marks) (3 marks)

3. 3. Nova the owl has feathers that are adapted for silent flight. Identify two other ways an animal might be adapted to its habitat to help it survive. (4 marks) (4 marks)

4. 4. Why is it important for animals to have a specific habitat? Give one example of what might happen if a habitat is destroyed. (4 marks) (4 marks)

5. 5. Select one animal you have studied this year (e.g. a bird, insect, or amphibian). Draw a simple diagram of its life cycle and label the key stages. (7 marks) (7 marks)

6. 6. Compare and contrast how a flowering plant and a non-flowering plant (like a fern) reproduce. (5 marks) (5 marks)

Draw: Draw a labelled diagram showing the life cycle of a frog, starting from frogspawn and ending as an adult frog.



Extension challenge: Total: /25. Imagine you are a scientist documenting a new species. Describe one unique adaptation your animal has developed to survive in a cold, snowy climate.