**Monday 13th March 2023 – Alnwick Homework – LIVING THINGS**

**Q1.**

**In the garden**

(a)     Fiona is in the garden. She wonders how she can find out the names of some of the plants.

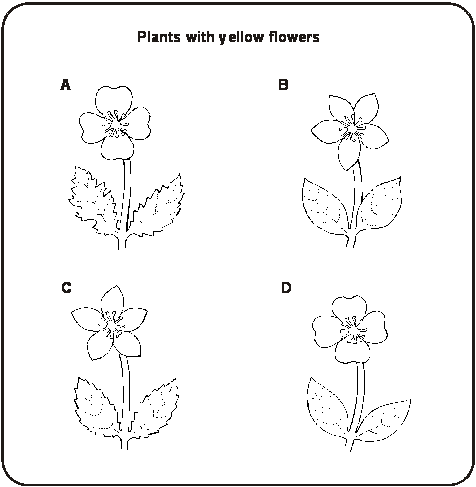
Tick **ONE** box to show how Fiona could find out the names of the plants.

  Fiona could use a...

|  |  |  |  |
| --- | --- | --- | --- |
| food chain. |  | producer. |  |
| fair test. |  | key. |  |

1 mark

(b)     Fiona sorts the plants into groups to help her find out their names.  
The plants in one of her groups all have yellow flowers.



Look at the group of plants with yellow flowers.  
Fiona needs to sort these plants into two groups.

(i)      Suggest a way these plants with yellow flowers could be sorted into two groups.

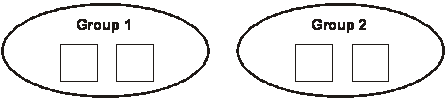
  **Group 1: Plants with yellow**            **Group 2: Plants with yellow**

**flowers and** ...........................           **flowers and** ...........................

         ................................................           ................................................

(ii)     Write **A**, **B**, **C** or **D** in each box below to show how Fiona should sort the plants with yellow flowers into the two groups you gave above.





2 marks

(c)     Scientists sort plants into groups.  
Tick **ONE** box to show why it is a good idea.

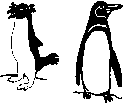


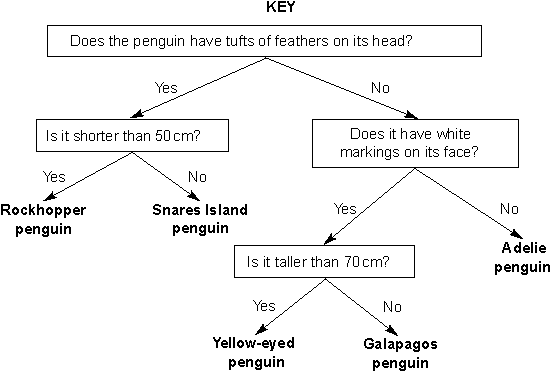
|  |  |
| --- | --- |
| to compare plants with animals |  |
| to see if a plant is a living thing |  |
| in case a plant dies |  |
| because there are many types of plant |  |

1 mark

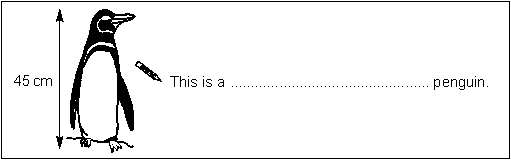
**Q2.**

**Penguins**

(a)     The key below can be used to identify penguins.               



Use the key to identify the penguin below.



1 mark

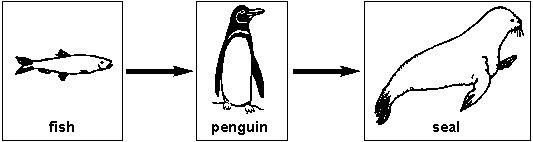
(b)     Tick **ONE** box to show the best reason for identifying animals.



|  |  |  |  |
| --- | --- | --- | --- |
| so you can find out what scientific group they are in |  | so you can compare them with plants |  |
| so you can learn about the country they live in |  | so you can measure how tall they are |  |

1 mark

(c)     Look at the part of the penguins’ food chain below.



(i)      Tick **ONE** box to show which life process the food chain shows.



|  |  |  |  |
| --- | --- | --- | --- |
| movement |  | nutrition |  |
| growth |  | reproduction |  |

1 mark

(ii)     A fish is **not** a producer.

Explain why a fish **cannot** be a producer.

  ..............................................................................................................

..............................................................................................................

1 mark

(d)     Give **ONE** feature of a penguin and describe how it helps a penguin to live in its environment.



  Feature: ...................................................

How the feature helps: ...................................................................................

1 mark

**Q3.**

**Mini-beasts**

(a)     Some children find four mini-beasts.

They make a table about their observations.

Complete **Table 1** below by adding the names of these four mini-beasts.



**hoverfly                       spider                   ant                         butterfly**

**Table 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Legs** | **Wings** | **Antennae** |
| ................................................... | 6 | 4 | 2 |
| ................................................... | 6 | 2 | 2 |
| ................................................... | 6 | 0 | 2 |
| ................................................... | 8 | 0 | 0 |

1 mark

(b)     The children have some ideas about where to put the mini-beasts when they have finished studying them.

Tick **ONE** box to show where the children should put the mini-beasts.



|  |  |  |  |
| --- | --- | --- | --- |
| in a safe place away from the road |  | in a pot with food and water |  |
| in the place where they were found |  | in a dark place under a log |  |

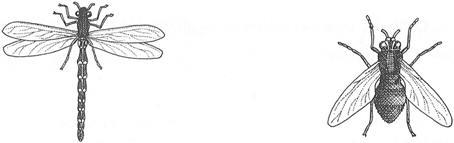
1 mark

(c)     The children find more mini-beasts and make a new table.

**Table 2**

****

Use **Table 2** to help you name these two mini-beasts.





(i)  ......................................                                    (ii)  ......................................

1 mark

(d)     It would be easier to name the mini-beasts if the children made a key.

Tick **TWO** boxes to show which features would be useful in a key to separate the four mini-beasts in **Table 2**.

Tick **TWO** boxes.



|  |  |  |  |
| --- | --- | --- | --- |
| has 6 legs |  | has a long thin tail |  |
| has 4 wings |  | has 2 antennae |  |

1 mark