

***Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.***



Forton Primary School  
Science

Pendle Class  
Spring 2  
Year B

**N.C. LINKS:**

**Living Things** Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

**Key Concept:** *Living Things*

**Key Question:** How does classifying animals and plants allow us to learn about them?

**Unit Overview:**

Classification of plants and animals according to commonly observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

**Vocabulary:**

- characteristics
- classify
- key
- taxonomist
- bacteria
- microorganism
- species

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<p><b>New Knowledge Progression:</b></p> <ul style="list-style-type: none"><li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li><li>• Give reasons for classifying plants and animals based on specific characteristics.</li><li>• Living things can be grouped into micro-organisms, plants and animals.</li><li>• Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.</li><li>• Invertebrates can be grouped as snails and slugs, worms, spiders and insects.</li><li>• Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).</li></ul>	<p><b>Building on Prior learning when B follows A:</b></p> <ul style="list-style-type: none"><li>• Recognise that living things can be grouped in a variety of ways.</li><li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li><li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li><li>• Use and make identification keys for plants and animals.</li></ul>
<p><b>Key Skills (Disciplinary)</b></p> <ul style="list-style-type: none"><li>• Suggest reasons for similarities and differences.</li><li>• Compare and contrast things beyond their locality and use these similarities and differences to help to classify (<i>e.g. features of animals, life cycles of different living things, melting compared with dissolving, etc</i>).</li></ul>	

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- Use secondary sources of information to identify and classify.
- Articulate and explain findings from their research using scientific knowledge and understanding.
- Check the clarity of each other's suggestions *e.g. are you saying you think this one is a herbivore?*
- Use correct scientific knowledge and understanding and relevant scientific language to discuss their observations and explorations.
- Recognise the importance of classification to the scientific world and form a conclusion from their sorting and classifying.
- Compare and contrast more complex processes, systems, functions (e.g. sexual and asexual reproduction).
- Construct a classification key / branching database using more than two items.
- Use *research*\* to identify and classify things.
- Use classification systems, keys and other information records [databases] to help classify or identify things.
- Propose their own ideas and make decisions with agreement in a group.
- Support, listen to and acknowledge others in the group.
- Check the clarity of each other's suggestions.
- Build on / add to someone else's idea to improve a plan or suggestion.
- Understand that it is okay to disagree with their peers and offer reasons for their opinion.

#### **Sequence of Lessons:**

1. To give reasons for classifying animals based on their similarities and differences.
2. To describe how living things are classified into groups.
3. To classify animals and create a key based on characteristics.
4. To understand and investigate helpful and harmful microorganisms.
5. To classify organisms.

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**Enhancements:**

- Blackpool zoo visit.
- Mobile zoo visit.
- Local habitats.

**End of Unit Outcome:**

Local habitat classification – classifying organisms found in a local habitat.