

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

Etymology –classify – from French ‘class’ and Latin division.

Humongous Fungus
By Wenjia Tang

Key Concept: *Living Things*

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

Unit Overview:

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.

Vocabulary:

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| <p>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.</p> | <p>Subject Specific:</p> <p>characteristics classify key taxonomist</p> <p>bacteria microorganism species</p> | <p>Working Scientifically:</p> <p>Plan Variables</p> <p>Measurements Accuracy</p> <p>Precision Repeat reading</p> <p>Labels Classification</p> <p>Scatter Key graphs</p> <p>Predictions Bar graphs</p> <p>Line graphs Patterns</p> <p>Quantitative Interpret</p> <p>Measurements Systematic</p> |
| <p>New Knowledge Progression:</p> <ul style="list-style-type: none"> 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. | <p>Building on Prior learning when B follows A:</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | |

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- Give reasons for classifying plants and animals based on specific characteristics.
- Living things can be grouped into micro-organisms, plants and animals.
- Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.
- Invertebrates can be grouped as snails and slugs, worms, spiders and insects.
- Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).

- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Use and make identification keys for plants and animals.

Key Skills (Disciplinary)

- Suggest reasons for similarities and differences.
- Compare and contrast things beyond their locality and use these similarities and differences to help to classify (*e.g. features of animals, life cycles of different living things, melting compared with dissolving, etc*).
- 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.

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- 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.

Enhancements:

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

End of Unit Outcome:

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

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Oral Assessments:

Name different ways for classifying animals based on their similarities and differences.

How are living things classified into groups?

How can you classify animals based on characteristics?

What are helpful and harmful microorganisms?