



### Lesson Sequence



1. Explore different habitats



2. Research a habitat



3. Explore how animals can be classified



4. Create a classification key

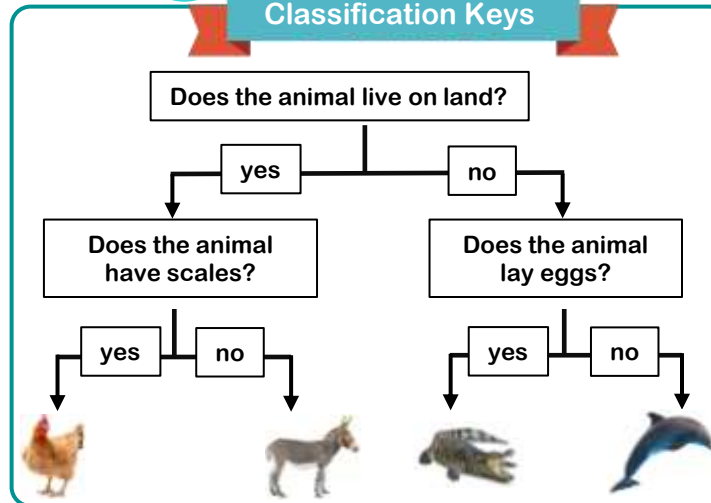


5. Adaptations and classification within species



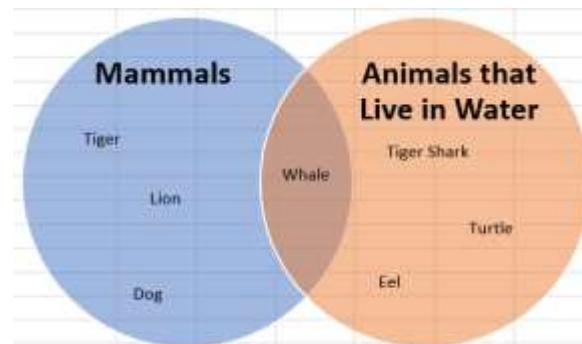
6. Explore and classify pond plants

### Classification Keys

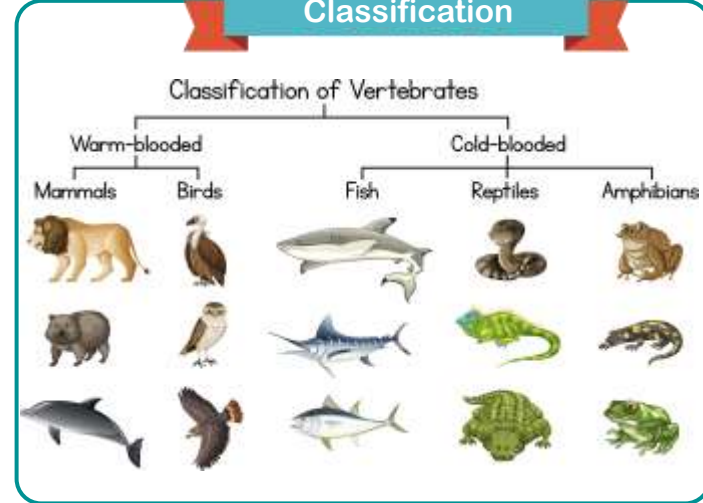


### Venn Diagrams

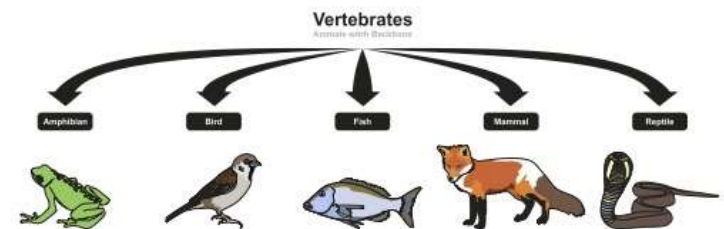
Animals can be sorted, or classified, in a number of different ways. A 'branched' diagram or a Venn diagram, like those shown below, are just two examples.



### Classification



### What is a Classification Key?



A classification key is a series of questions that determine an organism's physical characteristics. **When you answer one question, it either branches off to another question or identifies the organism.** Ultimately, they help to identify an unknown organism, or work out how to categorise groups of similar organisms.

## Rocket Words

adapted	changed to suit an environment
camouflage	a way of blending or hiding in your surroundings
coastal	at or near the coast, or beach
grassland	areas containing grass
classify	to arrange things in classes or groups according to shared qualities or characteristics
species	a grouping, or kinds of animals with similar characteristics
sub-group	a group within a larger group
classification key	a series of questions that help to identify a species
region	a large space or area
blubber	a layer of fat beneath the skin of sea mammals
ecosystem	a community of living things
oxygenised	contains oxygen

### What I already know:

#### Year 2

- ☐ Explore and compare the differences between things
- ☐ that are living, dead, and things that have never been
- ☐ alive
- ☐ Identify that most living things live in habitats to which they are suited
- ☐ Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ☐ Identify and name a variety of plants and animals in their habitats, including microhabitats
- ☐ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain
- ☐ Identify and name different sources of food

### What I will learn now:

#### Year 3/4

- ☐ 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
- ☐ Recognise that environments can change and that this can sometimes pose dangers to living things

### What I will learn next:

#### Year 5

- ☐ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ☐ Describe the life process of reproduction in some plants and animals



Which of these is not a vertebrate?

before

after

bird

mammal

insect

amphibian

A duck and a fish are similar because... (tick three)

before

after

They are both vertebrates.

They both need food and water to survive.

They both breathe using gills.

They are both invertebrates.

They both lay eggs.

Write the word of each living thing in the Venn diagram to show where they belong.

before

after



Can be found on land

Can be found in the ocean

Write the word of each living thing in the Carroll diagram to show where they belong.

Can fly

Cannot fly

Lays eggs

Does not lay eggs



chicken

donkey

crocodile

dolphin

before

after