

Y6 – Living things & their habitats – What is classification? Lesson 2

Lesson	2 of 5	National Curriculum links		Key lesson question		What is a classification key?
Learning objective		Resources				
I can describe how living things are classified into broad groups using standard classification – invertebrates.		<ul style="list-style-type: none">• lesson presentation (PPT)• activity worksheet• practical activity ideas• stop and jot worksheet• photo packs				
Teaching input						
<ul style="list-style-type: none">• Scientific enquiry types and skills – Review the ‘scientific enquiry types’ and ‘working scientifically skills’ the children will use in this lesson, highlighted on the slide.• What is classification? – The slide shows the lesson questions the children will answer in this unit. The current lesson’s question is highlighted on the slide.• Key vocabulary for this lesson – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?• Identifying and classifying – Introduce Calvin. Choose a child to read what Calvin says about the scientific enquiry type, ‘Identifying and classifying’. Go through the keyword and definition in the ‘New word alert!’ box.• How do we classify living things? – Read through the information on the slide. Go through the keyword and definition in the ‘New word alert!’ box.• Word detective – Read through the information on the slide.• How classification keys work – Read through the information on the following two slides.• Classification criteria – Read through the information on the following five slides.• Classification criteria activity – The children are to discuss the question on the slide with their learning partners, in groups, or as a class. Take feedback from the class before the answer is revealed on the following slide.• Animal classification activity – Read through the information on the slide. The children are to discuss the question on the slide with their learning partners, in groups, or as a class. Take feedback from the class before the answer is revealed on the following slide.• Classifying vertebrates activity – Read through the information on the slide. The children are to discuss the question on the slide with their learning partners, in groups, or as a class. Take feedback from the class before the answer is revealed on the following slide.• Classifying invertebrates – Read through the information on the following two slides. Remind the children that not all invertebrate groups are included in this lesson.• Classifying invertebrate groups – Read through the information on the following two slides. Go through the keyword and definition in the ‘New word alert!’ box.• Word detective – Read through the information on the following two slides.• Classifying soft-bodied invertebrates – Read through the information on the slide. Go through the facts in the ‘Did you know?’ box and discuss the questions as a class.• Stop and jot 1 – The children are to use the table on their stop and jot 1 worksheets to classify invertebrates. Take feedback from the class before the answers are revealed on the following slide.• Invertebrate classification key – Read through the information on the slide.• What type of invertebrate am I? – The children are to classify the pond invertebrates displayed on the slide with their learning partners, in groups, or as a class. Take feedback from the class before the answers are revealed on the following slide.• Activity – The children are to observe and classify the invertebrate animals that they can find within your school grounds. They are to get close-up photos or make detailed sketches of the invertebrate animals on their activity worksheets. There is an example on the following slide that shows them how to use their worksheets. If the children can’t get outside, they can use one of the picture packs, which show detailed photos of pond and playground animals. They can then annotate the images with the characteristic features that they use to classify each animal.• Let’s discuss – The children are to review the observations made by other students in their table groups. They are to discuss the questions on the slide with their table groups. There are sentence starters on the slide to help them. Take feedback from the class.• Challenge – Read through the information on the slide. The children are to discuss the questions on the slide with their learning partners, in groups, or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are displayed on the following slide.						
Main activity				Challenge		
Children will gain the most from this activity if they are able to explore the diverse range of invertebrates that they can find in the school grounds. They should be encouraged to make detailed observations of the invertebrates. Sketches do not need to be perfect, but the key features should be annotated and labelled. Remember, these are illustrations to show information, not works of art. Photographs are an ideal alternative, or the invertebrate sheets can be used. The key features for each invertebrate group should be annotated on the sketches or photos. This activity can be extended by creating a classroom classification display using the illustrations.				Children asked to classify the platypus into one of the vertebrate groups based on the description given and explain their choices. They should think of an animal it is similar to and what makes it different.		
Cumulative quiz questions		Self-assessment		Key vocabulary		
Which question would be better to use in a classification key? Why? What characteristic feature would you use to classify these invertebrates? What two similarities would put these animals in the same group. What two differences would put them in different groups		<ul style="list-style-type: none">• I can choose effective criteria to sort organisms in a classification key.• I can use classification criteria to identify organisms.• I can use similarities and differences to group organisms in different ways.		identify – to be able to recognise what something is characteristic – a feature or part of something which helps with identification observe – look carefully with attention to detail vertebrate – animal with a backbone and internal skeleton for support invertebrate – animal without a backbone or internal skeleton		