



Science Topic Overview: Classification

Previous linked learning

- Year 1**
- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
 - I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
 - I can identify and describe the basic structure of a variety of common flowering plants, including trees
- Year 3**
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Year 4**
- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Key Vocabulary

Classification key, amphibians, fish, reptiles, mammals, birds, wing, beak, fin, skeleton, seed dispersal

- characteristic**
- classification**
- micro-organism**
- spine**
- live-young**
- vertebrate**
- invertebrate**

I think I already know...

By the end of this unit you will be able to....

- Group animals into broad groups according to common observable characteristics, based on similarities and differences (amphibians, fish, reptiles, mammals and birds) and give reasons.
- Use and create a classification key to identify and group frogs and different types of plants into more specific groups giving reasons.
- Describe and explain how living things can be classified into groups including micro-organisms
- Investigate how microorganism grow over time by exploring 'Who killed Mr S. Which?'
- Meet a microbiologist and explore classification of microorganisms in real life science
- Investigate how different types of microorganisms will grow due to different causes





Teachers notes:

Science Topic Overview: **Forces and magnets**

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- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
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- I can identify and describe the basic structure of a variety of common flowering plants, including trees

Lesson 1: I can group animals into broad groups according to common observable characteristics, based on similarities and differences (amphibians, fish, reptiles, mammals and birds) and give reasons.

Lesson 2: I can use and create a classification key to identify and group frogs and different types of plants into more specific groups giving reasons.

Lesson 3: I can describe and explain how living things can be classified into groups including micro-organisms

Lesson 4: Investigate how microorganism grow over time

Lesson 5: Investigate how different types of microorganisms will grow due to different causes

Lesson 6: Meet a microbiologist and explore classification of microorganisms in real life science

Year 3

- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement

Year 4

- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Key Vocabulary

Classification key, *amphibians, fish, reptiles, mammals, birds, wing, beak, fin, skeleton, seed dispersal*

characteristic

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