

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p><b>Milestone 3</b></p> <p>To investigate living things.</p>	<p><b>Milestone 3</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics.</p>	<p>Tell children that their task today is to create a poster to describe each of the groups of animals and explain their features. Ensure children draw a labelled diagram of an animal as an example in each group.</p>	<p>Provide children with the Classification Key and Animal Cards B. Challenge children to identify which group each of the organisms belongs to and record on Worksheet 1B. Children then describe the features of each group.</p>	<p>Provide children with the Classification Key and Worksheet 1B. Children describe the features of each group, then challenge them to list as many organisms as they can for each group.</p>	<p>PowerPoint slides Worksheet 1B Classification Key Animal Cards B</p>

<p><b>Milestone 3</b></p> <p>To investigate living things.</p>	<p><b>Milestone 3</b></p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Provide children with Insect Cards in pairs. Give children some time to think about the different features the insects have and how they could further split them into groups. Children stick the Insect Cards into the groups they have chosen on a large sheet of paper then label each group.</p>	<p>Provide children with Mammal Cards in pairs. Give children some time to think about the different features the mammals have and how they could further split them into groups. Children stick the Mammal Cards into the groups they have chosen on a large sheet of paper then label each group. When finished, children answer the questions on Worksheet 2B.</p>	<p>Provide children with a set of Flowering Plants cards in pairs. Tell children that their task today is to distinguish between the different types of plants by creating a classification key to identify each one. Give children some time to complete the classification key then share their work with another group. Did you ask any of the same questions? Did you sort the plants in different ways? Why?</p>	<p>PowerPoint slides Worksheet 2B Insect Cards Mammal Cards Flowering Plant Cards</p>
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<p><b>Milestone 3</b></p> <p>To investigate living things.</p>	<p><b>Milestone 3</b></p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Provide children with the Animal Classification System - Examples of Reptiles sheet and Worksheet 4A. Children study the key to answer the questions. Make sure children understand that the key only represents a tiny number of the families, genera and species of reptiles.</p>	<p>Provide the children with the Animal Classification System - Examples of Mammals sheet and Worksheet 4C. Children study the key to answer the questions. Make sure children understand that the key only represents a tiny number of the orders, families, genera and species of mammals.</p>	<p>Provide children with both of the Animal Families sheets which show the genera and species of the bear (Ursidae) and great apes (Hominidae) families. Give children some time to look at them and discuss the questions on the Question Sheet as a group. Ask children to choose one of the animal families to write a report on. Children follow the points on the Challenge Card when writing their report. Children could do some further research into their chosen animal family to help them. They could write on paper using labelled diagrams and illustrations, or use a word processing document and add photos of the animals they are describing.</p>	<p>PowerPoint slides Worksheets 4A/4C Animal Classification System - Examples of Reptiles Animal Classification System - Examples of Mammals Animal Families sheets Question Sheet Challenge Card</p>
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<p><b>Milestone 3</b></p> <p>To investigate living things.</p>	<p><b>Milestone 3</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics.</p>	<p>Children write as many facts as they can on what they know about micro-organisms. They then think of two questions they would like to find the answers to, record them and use different sources of information to find the answers to their questions.</p>	<p>Children write as many facts as they can on what they know about micro-organisms. They then think of four questions they would like to find the answers to, record them and use different sources of information to find the answers to their questions.</p>	<p>On Worksheet 5C, children answer the questions to complete the fact file about micro-organisms. Encourage children to do further research so they can answer the questions more thoroughly.</p>	<p>PowerPoint slides Worksheet 5C</p>
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Mrs Hansell

Class 3 (Y5/6)