

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
To investigate living things.	<p>Milestone 2</p> <p>Recognise that living things can be grouped in a variety of ways.</p>	<p>Provide children with a set of Animal Cards and Worksheet 2A. Children sort the animals according to three different sorting criteria. Children write the names of the animals that fit into each group on the table on the worksheet and label the sorting criteria they used.</p>	<p>Provide children with a set of Animal Cards. Children create their own Carroll diagram to sort the animals according to different criteria.</p>	<p>Tell children that today they will be collecting different animals to examine and group according to their characteristics. Provide children with the equipment needed to collect different insects, e.g. pots, small trowels, etc, and take them around the school grounds to collect them from soil, plant beds, woodland, etc. Remind children that these are living creatures that must be handled carefully. Back in the classroom, children identify and write down the animals they have collected. Children then use microscopes to study the animals.</p>	<p>Slides Worksheet 2A Animal Cards Pots, trowels, etc. Microscopes</p>

<p>To investigate living things.</p>	<p>Milestone 2</p> <p>Explore and use classification keys.</p>	<p>Provide children with Animal Cards A. Children use the Animal Classification Key to sort each of the animals into the correct group and list on Worksheet 3A.</p>	<p>Provide children with Animal Cards C. Children use the Animal Classification Key to sort each of the animals into the correct group and list on Worksheet 3A. This set of animals includes dolphins and whales which are mammals and not fish.</p>	<p>Give each child one of the Challenge cards. Children find as many examples of animals for their group as they can. Children use a variety of sources of information to do this, including first-hand observation. When children have found lots of animals, challenge them to create an information poster about their type of animal. They should include written descriptions, pictures, labelled diagrams, etc, to make the description of their type of animal as clear as possible.</p>	<p>Slides Worksheet 3A Animal Cards A/C Animal Classification Key Challenge Cards</p>
--------------------------------------	---	--	---	---	---

<p>To investigate living things.</p>	<p>Milestone 2</p> <p>Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</p>	<p>Provide children with a set of Scenario Cards. Children sort the cards into two piles to show which actions harm environments and which actions help environments. When finished, children complete the table on Worksheet 6A, adding any other ways in which humans impact environments and habitats.</p>	<p>Children list as many examples as they can to show both the positive and negative effects humans can have on environments and habitats. Children then create a poster to show what can be done to help support and sustain their local environment, e.g. not dropping litter, putting out bird food, etc.</p>	<p>Children write a letter to the local council to explain why the proposal to drain a local pond would be disastrous for the local environment. Children list the effects this would have on the organisms that live in the habitat and use persuasive language to get the council to change their minds.</p>	<p>Slides Worksheet 6A Scenario Cards</p>
--------------------------------------	--	---	--	--	---

Mrs Hansell

Class 3 (Y3/4)