|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Learning Objective** |
| I can recognise that living things can be grouped in a variety of ways.  | I can explore ways to classify vertebrates.  | I can use a key to identify invertebrates. I can use evidence to identify an invertebrate | I can create a classification key. I can show the characteristics of living things in a table and a key. | I can describe environmental dangers to endangered species.I can present my findings orally and in writing. |
| **Knowledge Goals**Children can sort living things into groups. They are able to generate criteria to sort living things.**Scientific skills:**Sort living things into an appropriate diagram to show their findings.  | **Knowledge Goals**To generate questions about animals.Use questions to sort animals in a key. Be able to see similarities and differences between vertebrates.Use these to identify vertebrate groups. | **Knowledge Goals**Answer the questions in a key by looking closely at invertebrates. Use a key to name the invertebrates they have found. Identify invertebrates by looking at their characteristics.Be able to explain how they have used evidence to do this.**Scientific Skills:**first talk about, and then go on to write about, what they have found out. | **Knowledge Goals**Children can identify the characteristics of living things. Use the characteristics of living things to sort them using a classification key. Can create a classification key.  | **Knowledge Goals**Children can name some endangered species and say how changes to the environment have affected endangered species.Write a report about information I have gathered through research and present findings to the class.  |