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| **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. |