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| **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Learning Objectives** | | |  |  |
| I can give reasons for classifying animals based on  their similarities and differences. | I can describe how living things are classified into  groups. | I can identify the characteristics of different types of animals.  I can classify a creature based on its characteristics. | I can describe and investigate helpful and harmful microorganisms. | I can classify organisms found in my local habitat.  I can explain the classification of organisms found in my local habitat. |
| **Knowledge Goals**  To give reasons for classifying plants and animals based  on specific characteristics in the context of sorting and  grouping animals for a zoo | **Knowledge Goals**  Children can describe who Carl Linnaeus was and explain how living things are classified using the Linnaean system.  Are able to classify living things using the Linnaean system.  **Scientific Skills:**  Recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact;  use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas;  talk about how scientific ideas have developed over time. | **Knowledge Goals**  To describe how living things are classified into broad groups according to common observable characteristics  and based on similarities and differences, including  micro-organisms, plants and animals by identifying the characteristics of mammals, birds, insects, reptiles, amphibians, fish, arachnids, annelids, crustaceans, echinoderms and molluscs.  To give reasons for classifying plants and animals based  on specific characteristics by exploring unusual creatures  and designing their own curious creature. | **Knowledge Goals**  To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including  microorganisms, plants and animals by exploring helpful and harmful microorganisms.  **Scientific Skills:**  Use appropriate variables to construct investigation question.  For example, if you are changing the dampness of the bread, your question may be: "Does damp bread go mouldy faster than dry bread?"  Complete the Mould Investigation Activity Sheet and set up their investigation.  Observe the bread over a week and collect results at the end of the allotted time. | **Knowledge Goals**  group living things according to whether they are plants or animals.  Be able to classify living things according to their characteristics.  Give reasons for the classification of different organisms.  They can identify the characteristics of different groups of organisms. |