

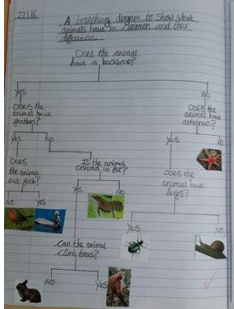


Topic: Living things and their habitats	Year 6 Age 10-11	Title: Outdoor keys
Working Scientifically Do: Record the results of a survey using a classification key		Concept Context Give reasons for classifying plants and animals based on specific characteristics
Assessment Focus <ul style="list-style-type: none"> • Can children create questions which separate animal/plant groups? • Can children create a clear classification key, using scientific language? 		
<p>Activity <i>We are going to be environmental scientists.</i></p> <p>Remind children about how to use/make a classification key e.g. using wildlife from a different habitat, design a branching key (using IT or large sheets of paper). Emphasise the requirement for yes/no questions and scientific language.</p> <p>We do not yet have a classification key specific to our local environment – what living things would we expect it to include? Discuss classification groups (in/vertebrates, flowering/nonflowering plants etc) appropriate to local habitat. Conduct a local wildlife survey of plants and animals in or around the school grounds, collecting plant samples or drawings/photos of animals/plants to help to make a key.</p> <p>Ask pupils to make a key to identify 6-8 local animals and/or plants. Children try others' keys to see it can successfully classify a member of their sample.</p> <p>Adapting the activity</p> <p>Support: Provide key features for different animal groups to help children e.g. in/vertebrates, insects, spiders etc. Prompt with questions to support developing a classification key, e.g. Does the sample have leaves? Does the sample have wings?</p> <p>Extension: Encourage children to use keys, computers and books to identify and name the unknown plants and animals in their local habitat.</p> <p>Other ideas: Play 'Guess Who?' games to help develop key questions.</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • What is similar/different about these? • What yes/no question can you ask to separate these two groups? • What characteristics does this living thing have? • What are the key features of member of vertebrates / invertebrates / flowering plants / non-flowering plants / fungi etc. <div style="text-align: right;">  </div> <div style="text-align: right;">  </div>		
Assessment Indicators <p>Not yet met: With support, children can group animals and plants according to basic characteristics but may not yet know scientific names or be able to identify more subtle differences e.g. <i>a worm does not have a skeleton.</i> Key questions may lack clarity or not result in a yes/no answer.</p> <p>Meeting: Children meeting the objective would be able to ask yes/no questions which demonstrate understanding of key differences between types of living things. Children can use the structure of a classification key, placing and ordering questions to support classification e.g. <i>Does it have a segmented body? Yes – worm, No – does it have a shell? Etc.</i></p> <p>Possible ways of going further: Can explain the limitations of their key, e.g. <i>I found a yellow ladybird rather than a red one.</i> Research further to develop a branching key to identify a selection of plants and animals which are less commonly known.</p>		