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| All living things (science) |  |
| Lesson 1 |  |
| LI: To give reasons for classifying objects and living things based on specific characteristics  SC  I can explain what ‘observable characteristics’ are.  I have classified objects based on observable characteristics.  I can give reasons for classifying animals based on their similarities and differences. | Resources  <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>  Different varieties of sweets (these can be consumed after use!)  Large sheet of plain paper  Coloured pens/pencils  Scissors and glue |
| 1. Key vocabulary – discuss what words are going to be key in this topic. Start with a quiz or an independent ‘have a go’ activity, using the third resource on the right. 2. Talk about what classification means. Why is it important? Why do we need to classify things? Show examples.   This is the grouping together of similar species of plant, animal, and other organisms. Classification means to group similar species together.   1. Before we try classifying animals and living things, we are going to practise on something that you all know and love! Show children a bowl of mixed sweets (also have one on each desk) and explain that as the variety of sweets in the world expands, a classification system is required. The British Confectioner’s Association (BCA) would like a classification system, much like Linnaeus’s classification system for nature, to try and organise its records. Explain that the children will sort their sweets according to very specific characteristics (see guidance). The sweet classification example (see resources on the right, second resource) will help you (teacher) to support children. 2. Give children a range of bird pictures (see second resource on the right). Children to classify these animals in the way they see fit. Use the sweets examples to help. |  |