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| **What? (Key Knowledge)** | | | | | |
| **Grouping Living Things** | | | | | |
| Animals can be put into one of two groups:: Vertebrates or Invertebrates | | | | | |
| **Vertebrates** | | | | | |
| Vertebrates | | Are animals with a backbone | | | |
| There are 5 ways Vertebrates can be grouped | | Fish, Amphibians, Reptiles, Birds and Mammals. | | | |
| How to spot a Fish | | Breathes with gills/lays eggs in water/ has fins and scales/its body temperature changes | | | |
| How to spot an Amphibian | | Born with gills then develops lungs/ lays eggs in water/damp skin/body temperature changes | | | |
| How to spot a Reptile | | Breathes with lungs/lays eggs on land/ dry scaly skin/body temperature changes | | | |
| How to spot a Bird | | Breathes with lungs/lays eggs with hard shells/has feathers/steady body temperature | | | |
| How to spot a Mammal | | Breathes with lungs/babies are born live/body hair or fur/steady body temperature/feeds babies milk | | | |
| **Invertebrates** | | | | | |
| Invertebrates | | | | | Invertebrates are animals with no backbones. |
| There are 3 ways Invertebrates can be grouped | | | | | -Insects, Arachnids, Molluscs |
| How to spot an Insect | | | | | 3 body sections/6 legs |
| How to spot an Arachnid | | | | | 2 body sections/8 legs |
| How to spot a Mollusc | | | | | Slimy foot/Often have a shell |
| **Deciding which animal or plant is which** | | | | | |
| Key Features to distinguish between animals | | | Invertebrate or Vertebrate Mammal/Reptile/Fish/Amphibian/Bird Colour Length Number of legs Number of body segments Distinguishing features Habitat | | |
| Key Features to distinguish between plants | | | Flowering or Non-Flowering  Grass/cereal/garden shrub/deciduous/  algae/coniferous/fern Colour Height Number of flowers Fruit bearing or not Distinguishing features Usual location | | |
| **Scientists we need to know about** | | | | | |
| 3 facts about Carl Linnaeus | -Born in Sweden on 23rd May 1707  -A leading light in the field of Taxonomy  -Famous for developing the first system to classify animals effectively. | | | | |
| **Possible Experiences** | | | | | |
| -Locate a range of habitats on the school site  - Visit Halewood Park | | | | | |
| **What? (Key Vocabulary)** | | | | | |
| **Spelling** | | | | **Definition/ Sentence** | |
| Taxonomy | | | | The part of science focused on classification. | |
| Classification | | | | Grouping something using its features. | |
| Distinguish | | | | Recognise a difference. | |
| **Diagrams and Symbols** | | | | | |
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