












Living Things and Their Habitats: Classification Keys

<p>Aim: To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys.</p> <p>I can create a classification key.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things.</p> <p>I can show the characteristics of living things in a table and a key.</p>	<p>Success Criteria: I can identify the characteristics of living things.</p> <p>I can use the characteristics of living things to sort them using a classification key.</p> <p>I can show the characteristics of living things in a table.</p> <p>I can create a classification key.</p>	<p>Resources: Lesson Pack</p> <p>Mini whiteboards and pens – class set</p> <p>Sticky notes</p>
	<p>Key/New Words: Characteristic, classification, key.</p>	<p>Preparation: Classification Keys Feedback Activity Sheet - 1 per group</p> <p>Classification Activity Pack - 1 per group</p>

Prior Learning: Children will have previous experience of using classification keys in lessons 2 and 3.

Learning Sequence

	<p>Characteristics: Revise the term 'characteristic'. In pairs, children sort a list of descriptions of a kitten into those that are characteristics of the domestic cat species and those that are not. Discuss the difference between these, explaining that the characteristics of a living thing are statements that are always or typically true of the species, not statements that apply to an individual of the species under particular circumstances. Look at the examples of living things on the Lesson Presentation. In pairs, children list the characteristics of some living things on a mini whiteboard, then share with the rest of the class. Address misconceptions.</p>	
	<p>Classification Tables: Split the class into ability groups of 3 or 4 children. Distribute the differentiated Classification Activity Packs. Each child should fill in the differentiated Habitat Classification Activity Sheet by filling in ticks and crosses to show which living thing from their cards has each characteristic.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Children fill in a classification table where all questions have been provided.</p> </div> <div style="text-align: center;">  <p>Children choose 2 questions to finish their classification tables.</p> </div> <div style="text-align: center;">  <p>Children choose 4 questions to finish their classification tables.</p> </div> </div>	
	<p>Classification Keys: Use the Lesson Presentation to explain how to construct classification keys. Working in small groups, children use the living things cards from the Classification Activity Packs to construct classification keys. Children generate appropriate questions, write them on sticky notes and organise their cards and questions into position to construct a working key. Children may use the questions on their Habitat Classification Activity Sheets as a starting point if they wish (question cards have been included for use with the LA Activity Packs if appropriate).</p>	
	<p>Testing and Evaluating: Still working in their groups, children test and evaluate the classification key produced by another group, checking that the pathway for each living thing works correctly, and that appropriate questions have been used. Children write their feedback on the Classification Keys Feedback Activity Sheet.</p>	

Taskit

Computerit: To accompany this lesson, practice constructing classification keys using software such as 'Ask Oscar' or 'FlexiTree'.

Classifyit: Classification isn't only for living things! Encourage children to think of other things they can classify using branching keys, for example food, shapes, toys or numbers.

Playit: Play this _____ to sort the deadly animals into groups based on their characteristics.



Science

Living Things and Their Habitats



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Classification Keys



Aim

- I can create a classification key.
- I can show the characteristics of living things in a table and a key.

Success Criteria

- I can identify the characteristics of living things.
- I can use the characteristics of living things to sort them using a classification key.
- I can show the characteristics of living things in a table.
- I can create a classification key.



Characteristics

Today we are going to create our own branching keys to identify living things by looking at their characteristics.

The characteristics of a living thing are what make it similar or different to other living things.

All species of living thing have a unique set of characteristics.

Species with similar characteristics are put into groups. This is how we classify living things.



Characteristics



Is awake

Has fur

Is cute

Has four legs

Has a tail

Has whiskers

Is a carnivore

Is a baby

Likes milk

Plays with string



Characteristics



These are some of the characteristics of the domestic cat:

Has whiskers

Has four legs

Has fur

Is a carnivore

Has a tail



These are **not** characteristics of the species:

Is awake

Is cute

Likes milk

Is a baby

Plays with string

Why not?



Characteristics



What are the characteristics of this living thing?



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Characteristics



What are the characteristics of this living thing?



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Characteristics



What are the characteristics of this living thing?



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Classification Tables



Each group will receive pictures of 8 living things.

Record which living thing has each characteristic by putting a tick or a cross in the table on your activity sheet.



Woodland Habitat Classification

Record which living thing has each characteristic by putting a tick or a cross in the table. Write your own questions in the last two boxes of the table.

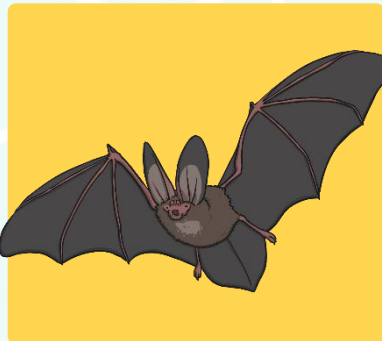
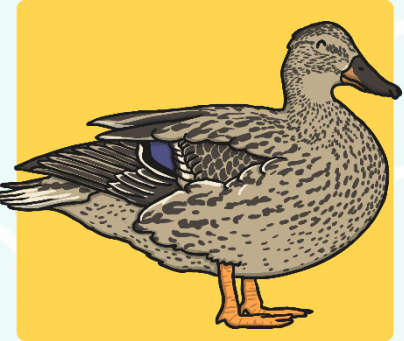
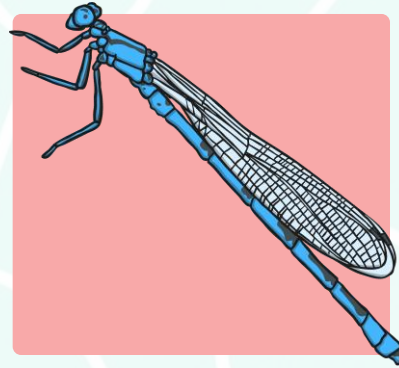
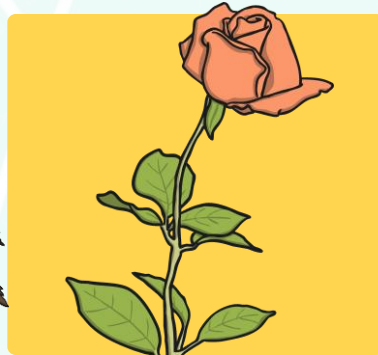
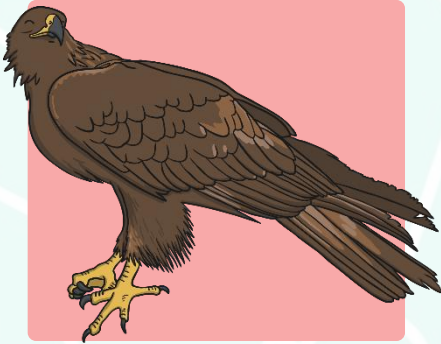
	bluebell	badger	owl	woodpecker	hedgehog	oak tree	ant	earthworm
Does it have wings?								
Is it a vertebrate?								
Does it have legs?								
Does it have a trunk?								
Does it have spines?								



Classification Keys

You are going to create a classification key to sort your living things.

Look carefully at these living things. What question could you ask to split them into two groups?

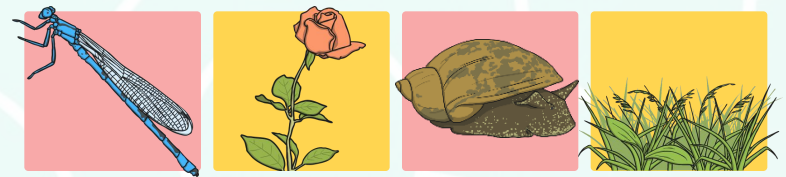


Classification Keys

Is it a vertebrate?

yes

no



Choose one set of living things.

What question could you ask to split these living things into two groups?



Classification Keys

Does it have feathers?

yes

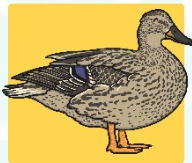


no

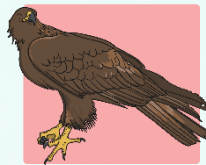


Does it have webbed feet?

yes



no



When you reach the end of the key, move on to the next group of living things. Choose a question that lets you sort them into two sets as before.



Classification Keys

Does it have feathers?

yes

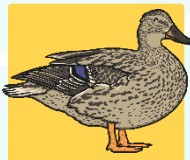


no



Does it have webbed feet?

yes



no



Does it lay eggs?

yes



no



Classification Keys



Have a go at arranging your living things into classification keys by choosing questions that let you split each group into two.

Write your questions on sticky notes and draw arrows to show how you move down the key.

Use the questions on your classification tables as a starting point if you need to.

Be sure to test your key at the end to make sure that the path works correctly for each living thing.



Testing and Evaluating



Follow the path that leads to each living thing.

Does each path work correctly?

Do the questions used in the key describe the characteristics of the living things?

What could make this key better?

What has been done well?



Aim



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