












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 [video](#) to sort the deadly animals into groups based on their characteristics.