'Key Sheet' – Living things and the environment (classification)

Year Group; 4

Key Content	Key Skills
• Recognise that living things can be used in a variety of ways. • Explore and use classification keys to identify and group , identify and name a variety of living things with a focus on our school environment. • Use classification keys to begin to identify and group invertebrates as: slugs, snails, spiders, worms or insects. • Justify way of grouping plants according to different features e.g. deciduous and evergreen • Give examples of how human can affect the environment (both positive and negative) and explain its impact on living things. For example, the positive effects of school pond and environment around school and the negative effects litter **Pupils might work scientifically by:** • **Grouping local animals and plants according to observable** • **Using and making simple guides or keys (e.g. classification keys) to explore and identify local plants and animals**	• Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things
Key questions	**Key Vocabulary**
• What are observable characteristics • What is a classification key? • How are humans affecting the environment (positively and negatively)?	**Observable Characteristics** **Classify** **Classification keys** Group Please note the following words may be used by children when grouping animals. Children need to be able to group animals. They may need the information in front of them to create a classification key. Vertebrates, Invertebrates Fish, Mammal, Birds, Amphibians, Reptiles, Deciduous Evergreen Observe