

Science– Zephaniah and Bowie

Classifying Living Things

Objective	What it looks like
<u>Knowledge:</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	Groups will classify different living things according to observable features, habitats and behaviours.
<u>Knowledge:</u> Give reasons for classifying plants and animals based on specific characteristics.	Children will use their own classification system to classify living things, then explain their reasonings.
<u>Working Scientifically:</u> Identifying scientific evidence that has been used to support or refute ideas or arguments.	Children will describe their criteria and back their groupings up using scientific language and evidence. Children will also record and explain their classifications.
<u>Working Scientifically:</u> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Children will observe fungi and microorganisms, recording their growth throughout a range of time.
<u>Working Scientifically:</u> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Children will observe and record the effects of leaving bread in different environments. Growing of fungus and mould will be recorded.
<u>Working Scientifically:</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Children will record what is observed when fungus and mould begins to form on bread. The results may differ depending on the bread's location.
<u>Working Scientifically:</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Children will plan on the easiest way to locate and catch earthworms.

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<u>Working Scientifically:</u> Using test results to make predictions to set up further comparative and fair tests.	Children will use their first plans to come up with better ways to locate and catch earthworms.
<u>Working Scientifically:</u> Identifying scientific evidence that has been used to support or refute ideas or arguments.	Children will use results collected to identify the most common type of earthworm.