

National curriculum objectives



- working scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Resources (you will need):

LOA 10-20
(animal photographs) PDF,
pencils, paper



[CLICK TO DOWNLOAD](#)



30 MINUTE ACTIVITY

Provide pairs with the LOA 10-20 (animal photographs) PDF. Explain that there are other people (members of the public, siblings, students) that might not know how to identify an animal. The aim of this session is to create a branching key/flowchart that will help them.

As a class, create a list of yes/no questions that pairs could use to classify the animals on the pdf e.g. Does it have fur? Does it walk on four legs? Does it have wings? Do some people have them as pets? etc.

Students use the yes/no questions to create a branching key.

Once complete, ask students to check their key by choosing an animal from the pdf. Next they must ask each other the questions on their branching key. Do they get the correct classification? If they are pointing at the horse on the pdf do the questions lead them to the correct classification? If not, what has gone wrong? Work back through to find out which question is leading them incorrectly. They could take a copy of this home and ask family to use the key too.

Class reflection

Classification is an important skill. We classify animals to stay organised about which have similar and different features, where they need to live and what they need to eat. This helps us to care about and protect animals. It also means we can track animal groups over time to see how humans and evolution are changing animal populations and habitats. We can also classify other things such as plants and fungi.

Have time for a maths link?

Practise classification of shapes using questions that include angles, sides, corners and straight lines.

Philosopher question

Do animals know humans exist?



*Year 3 and 4 objectives