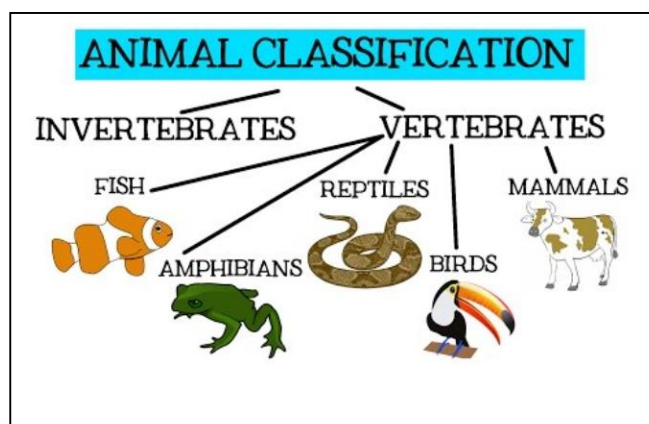


Key Enquiry Question: What classification groups can be used to identify living things and how can environmental changes pose danger on living things?

National Curriculum Objectives:

- 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 in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things



| Key vocabulary | |
|----------------|--|
| Word | Meaning |
| classify | To group things so that they can be identified. |
| amphibian | An animal with an internal skeleton that lives both in and out of water. |
| bird | An animal that flies and has an internal skeleton. |
| fish | An animal with an internal skeleton that lives in water and has gills. |
| mammal | An animal that gives birth to live young. |
| reptile | An animal with an internal skeleton that lays eggs but lives on land. |
| insect | An animal with six legs. |
| vertebrate | An animal with a backbone. |
| invertebrate | An animal without a backbone. |
| Key | A series of questions that helps identify or group/classify things. |
| Habitat | The place where something lives. |

Sticky Knowledge

Living things can be grouped into mammals, reptiles, amphibians, fish, birds, insects.

Classification keys are used to identify and group a variety of living things.

Vertebrates are animals with a backbone and invertebrates are animals without a backbone.

Bees are in danger from changes in the environment through climate change, habitat loss, pesticides and diseases.