














Living Things and Their Habitats: Classifying Vertebrates

<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 generating questions to sort vertebrates in a classification key.</p> <p>I can generate questions to use in a classification key.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.</p> <p>I can identify vertebrates by observing their similarities and differences.</p>	<p>Success Criteria: I can generate questions about animals. I can use questions to sort animals in a key. I can see similarities and differences between vertebrates. I can use these to identify vertebrate groups.</p>	<p>Resources: Lesson Pack</p>
<p>Key/New Words: Variation, classification, vertebrates, invertebrates.</p>	<p>Preparation: Vertebrates Photo Sorting Cards - 1 per class Vertebrates Activity Sheet - 1 per child Key Questions Activity Sheet - 1 per child</p>	

Prior Learning: Children will have sorted animals into a variety of groups in lesson 1.

Learning Sequence

	<p>Classification: Read the information on the Lesson Presentation to introduce children to the concept of classification, using the questions to prompt children to share any prior knowledge.</p>	
	<p>Animal Groups: Introduce the classifications of vertebrate and invertebrate, asking children to give examples of each. Explain that vertebrates can be further split into five groups: amphibians, birds, fish, mammals and reptiles. Explain the broad characteristics of each, asking children to note their similarities and differences. Distribute the cards from the Vertebrates Photo Sorting Cards, one per child. As a class, sort the cards into animal groups.</p>	
	<p>Vertebrates Activity Sheet: Children complete the Vertebrates Activity Sheet by answering the 'yes or no' questions to sort the vertebrates into animal groups.</p>	
	<p>Classification Keys: Introduce the idea of classification keys as a way of sorting animals into groups through a series of 'yes or no' questions. Children complete the differentiated Key Questions Activity Sheet, generating questions to sort vertebrates using a simple branching key.</p> <p>  Children generate four questions to sort vertebrates.  Children generate three questions to sort vertebrates.  Children generate two questions to sort vertebrates. </p>	
	<p>Twenty Questions: Split the class into two teams and choose a volunteer from one team to come to the front of the class. The volunteer chooses an animal. The other team can ask the volunteer up to twenty questions about the animal but the volunteer can only answer with a 'yes or no'. If the other team are able to guess the animal within 20 questions, they win a point. If they cannot, the team of the volunteer win a point. The team with the most points after three rounds wins.</p>	

Taskit

Playit: Play this [Animal Groups Game](#) to learn more about the differences between the five groups of vertebrates.

Activityit: Practice identifying animal groups with this [Animal Groups Worksheet](#).

Tableit: Complete a table with the characteristics of the vertebrate groups with this [Animal Characteristics Activity Sheet](#).