Learning Experiences:

Venn and carroll diagram sorting of animals.

Using classification keys to identify animals . What kind of animal would fit into each box on the classification key. Create your own classification keys.

Naming micro and macro habitats task

Investigate effects of environmental change on organisms.

In groups students research their given topic and then present their findings. o Pollution, deforestation, poaching, destruction of habitats, farming changes. o What, why, who, when and where

research and present their findings of organisations and explain how they are helping to fight environmental problems.

**What will I know by the end of the unit?**

What do living things need?

What is the difference between a plant and an animal?

What makes a bird, a bird?

 How can we group animals and plants?

Why are so many species of animals and plants under threat?

Why should we be worried about it?

 What is the difference between flotsam and jetsam? What could we do to help the environment?

What does biodegrade mean? o Why does plastic not biodegrade?

Who was Carl Linnaeus?

National Curriculum:

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

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

give reasons for classifying plants and animals based on specific characteristics

Recognise that environments can change and that this can sometimes pose dangers to living things.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Identify that animals, need nutrition, and they cannot make their own food; they get nutrition from what they eat.

What should I already know?

Vocabulary:

Organism

Habitat

Environmental

Biodegrade

Nutrition

Flotsam

Jetsam

Classify

Adaptation