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| Key Vocabulary |
| **Amphibian**  | An animal, such as a frog, that lives both on land and in water but must produce its eggs in water.  |
| **Arachnid**  | Any of a group of small animals, similar to insects but with four pairs of legs, that include spiders, scorpions, ticks, and mites.  |
| **Crustacean**  | Any of various types of animal that live in water and have a hard outer shell.  |
| **Exoskeleton**  | A hard outer layer that covers, supports and protects the body of an invertebrate animal such as an insect or crustacean.  |
| **Gill**  | The organ through which fish and other water creatures breathe.  |
| **Mammal**  | Any animal of which the female feeds her young on milk from her own body. Most mammals give birth to live young, not eggs.  |
| **Mollusc**  | Any animal that has a soft body, no spine, and is often covered with a shell. Many molluscs live in water.  |
| **Myriapod**  | One of a group of small creatures that have long bodies and many sections with legs, for example centipedes and millipedes.  |
| **Physical Characteristics**  | The things about an animal that might make it different (or similar) to another animal (e.g. having scales).  |
| **Reptile**  | An animal that produces eggs and uses the heat of the sun to keep its blood warm.  |
| **Segment**  | A part of an animal’s body.  |

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| Key Knowledge | Detail |
| * recognise that living things can be grouped in a variety of ways
 | To mark systematic and careful observations to group animals correctly. I can identify similarities and differences.  |
| * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
 | I can gather, record, classify and present data in a variety of ways to help in answering questions.I can explore findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. |
| * recognise that environments can change and that this can sometimes pose dangers to living things.
 | I can make observations of changes and use scientific evidence to answer questions that support my findings.  |

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| Key Questions |
| In what ways can animals be classified?Are physical characteristics of animals exclusive to one category of animals?What type of habitats do animals live in?Have animals adapted to the changes in their environments over time? |

KS2 Science KCV – All living things

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| Global citizenship links |
| Concern for the environment and commitment to sustainable development. |

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| High frequency vocabulary |
| Adaptation  | Dependency  | Invertebrate  | Omnivore  | Producer  |
| Biomes  | Food Chain  | Herbivore  | Organism  | Source  |
| Carnivore  | Food Web  | Microhabitat  | Predator  | Vegetation  |
| Consumer  | Habitat  | Offspring  | Prey  | Vertebrate  |