we do

Unique
ironically
expedition
genus
catalogued
biodiversity
molecular
unambiguous

we do

unique - one of a kind
ironically- an unexpected or coincidental situation
expedition - journey
genus - class of similar things
catalogued- organised
biodiversity- variation of plants and animals
molecular - molecules
unambiguous- cannot be interpreted in a different way

we do

Questions:

1. How many plants animals and microbes have been catalogued?
2. What is taxonomy?
3. What is a cladogram?
4. What is one of the bigger questions taxonomists focus on?
5. Why may our planet be unique?
6. What genus has the Deepsea jellyfish been classified as?

Read the text

we do

Answers

1. How many plants animals and microbes have been catalogued? 1.9 million
2. What is taxonomy? The scientific discipline dedicated to describing, classifying and making sense of the biodiversity
3. What is a cladogram? a diagram showing how different species or groups are thought to be related to each other.
4. What is one of the bigger questions taxonomists focus on? How are species are even defined in the first place?
5. Why may our planet be unique? It has life on it
6. What genus has the Deepsea jellyfish been classified as? Crossota

we do

2nd Read:
Order the answers to follow the structure of the text

1. How many plants animals and microbes have been catalogued? 1.9 million
2. What is taxonomy? The scientific discipline dedicated to describing, classifying and making sense of the biodiversity
3. What is a cladogram? a diagram showing how different species or groups are thought to be related to each other.
4. What is one of the bigger questions taxonomists focus on? How are species are even defined in the first place?
5. Why may our planet be unique? It has life on it
6. What genus has the Deepsea jellyfish been classified as? Crossota

we do

3rd Read:

Answer the following question in just one sentence:

Why do scientists classify living things?

I do

Colour	green, brown, yellow, red
Leaf edge	smooth, toothed, wavy, prickly
Leaf surface	smooth, rough, wrinkly dull, glossy hairy, furry, not hairy
Leaf tip	pointed, rounded
Leaf stalk	present, absent
Veins	 one main vein with branches  several veins starting from the bottom of the leaf and coming together again at the tip  several main veins spreading out from the bottom of the leaf

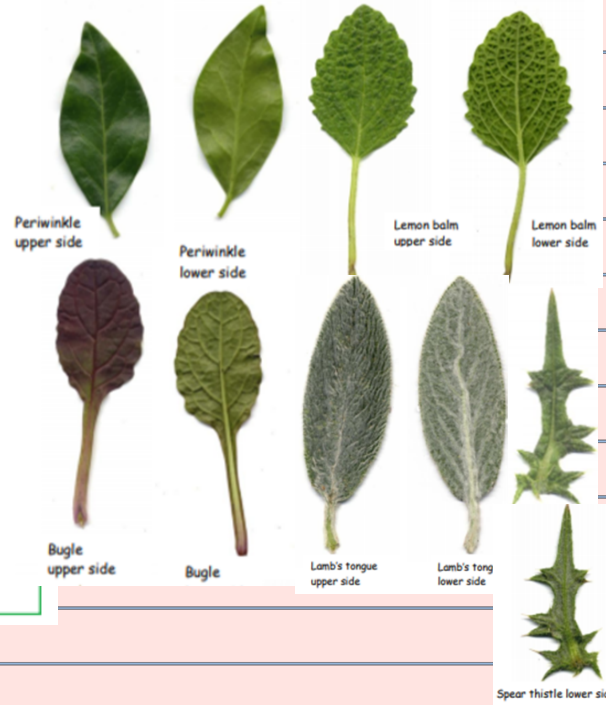




Post it notes- 1 post it note with similarites and 1 post it note differences

we do

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Post it notes- 1 post it note with similarites and 1 post it note differences

LO: To classify living things according to characteristics.

you do

Colour	green, brown, yellow, red
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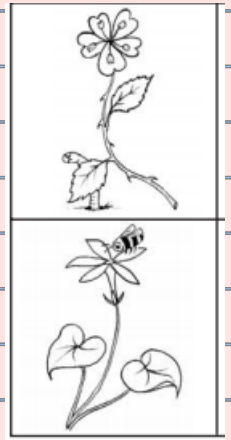


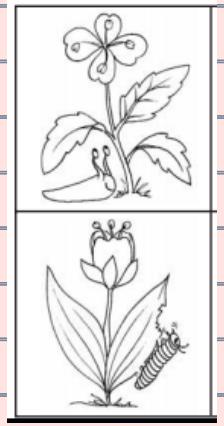


In books, write the similarites and differences between the leaves.

LO: To classify living things according to characteristics.

we do

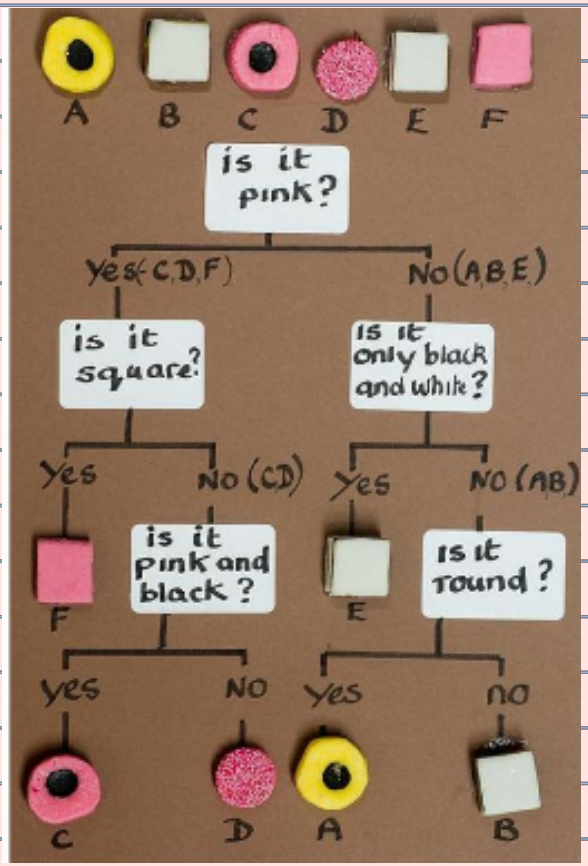




You have each been given a picture of a flower. Find the other flowers that your flower matches to.

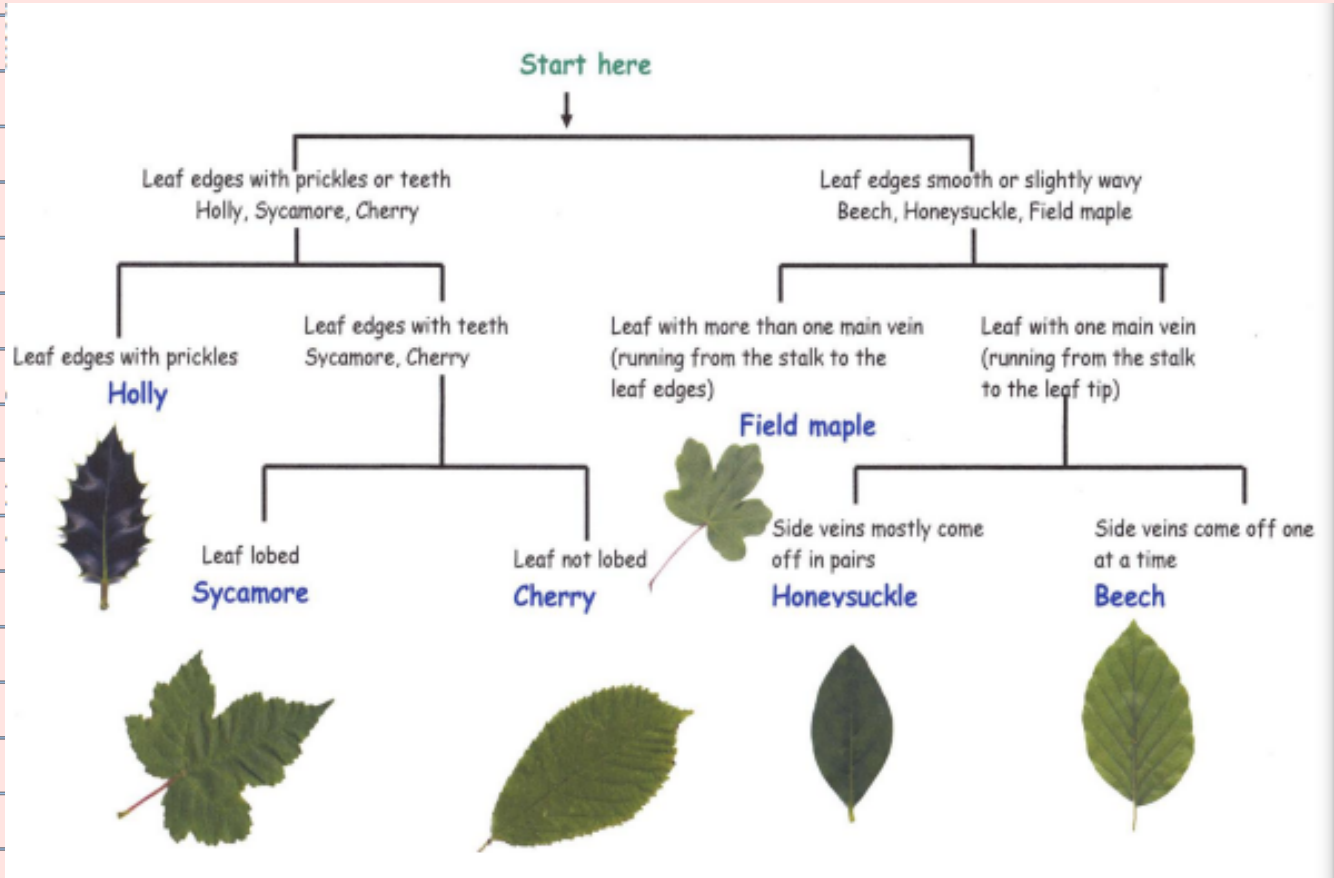
LO: To classify living things according to characteristics.

I do



LO: To classify living things according to characteristics.

I do



LO: To classify living things according to characteristics.

I do

1. Is the leaf lobed?  .....
2. Do the leaf edges have teeth or prickles?  .....
3. Are the leaf edges smooth or slightly wavy?  .....
4. Does the leaf have one main vein (running from the stalk to the leaf tip)?  .....
5. Does the leaf have more than one main vein (running from the leaf stalk to the leaf edges)?  .....
6. Do the side veins mostly come off the main veins in pairs?  .....
7. Do the side veins all come off the main vein one at a time?  .....
8. Is the leaf stalk longer than 1 cm? (You will need a ruler to answer this question) .....
9. Does the leaf have small bumps on it? (These are glands)  .....
10. Is the leaf stalk red? .....
11. Is there anything else interesting about your leaf? .....

LO: To classify living things according to characteristics.

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I do

Using the fact files we have completed, construct a classification key for your leaf.

These images of leaves are approximately life-size.

Leaves from plants in the garden - page


Periwinkle upper side


Periwinkle lower side


Lemon balm upper side


Lemon balm lower side


Bugle upper side


Bugle lower side


pear
istle
per side


Spear thistle lower side


Lamb's tongue upper side


Lamb's tongue lower side

Leaves from plants in the garden - page 2


Pelargonium upper side


Pelargonium lower side


White clover upper side


White clover lower side


Stargazer lily upper side


Stargazer lily lower side


Sorrel upper side


Sorrel lower side

Explain to the children that you are going to give them a drawing, and you want them to copy it as accurately as they can within a time limit (we suggest two minutes).

- In a quiet corner of the room, give the first child the original drawing and the card numbered 1 (and give the child a sharp pencil). After two minutes, ask the child to stop and return to what they were doing with the rest of the class.
- Call another child into the corner. Give them the blank card number 2 and the drawing on card number 1 to copy.
- Continue in this way until all the children in turn have copied the preceding child's drawing.
- Display the drawings in sequence, placing a copy of the original drawing at the beginning and end of the series.

The children can then see what has happened to the drawing as it has been copied, and you can discuss with them and emphasise the value of making careful observations on living material and recording these observations accurately.

