# Classification of plants and animals

Misconceptions usually stem from everyday use of words; children often think of plants as garden plants not shrubs and trees and animals invariably means pets, farm or indeed soft toys.

Eliciting children's ideas is important and asking them to write or draw what they think is an animal or plant or sorting photographs, living specimens and collections is useful. Developing children's understanding of the reasons why certain animals and plants belong to specific groups can be supported by the use of keys, focusing on similarities.

The curriculum notes and guidance suggests Key Stage 2 children research the work of scientists e.g. Carl Linnaeus and devise their own classification systems and keys to identify animals and plants.

## Working scientifically

Grouping and classifying, and using secondary sources of information is central to classification of plants and animals and requires children to use scientific language such vertebrates, mammals, insects, molluscs. Whilst most of the learning classification should be through practical experiences; some use of secondary sources is appropriate.

## Key scientific vocabulary

Animals, characteristics, classification, classify, deciduous, differences, evergreen, groups, insects, invertebrates, keys, molluscs, plants, similarities, systems, vertebrates

## Link to resource packages

Year 2 Living things and their habitats: **www.nationalstemcentre.org.uk/elibrary/list/7345/year-2-living-things-and-their-habitats**
Year 6 All living things: **www.nationalstemcentre.org.uk/elibrary/list/7363/year-6-all-living-things**

### Was this resource useful?

**Try our others on:**
- Fossils
- Identifying and naming common plants, animals
- Evolution and inheritance
- Digestive system in humans
- Forces – that motion can be transferred using gears and pulleys

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