

Our School Values- Science	
Love	We show love by fostering a joy of discovery.
Courage	We show courage by being brave, challenging thinking, asking questions and investigating new ideas. We show courage knowing that we won't always find the answer.
Unity	We show unity by working collaboratively to discover more.
Inspiration	We show inspiration by not giving up and thinking creatively to seek answers.



## Year 6

### Science

#### Living things and their habitats



Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics.

### Knowledge I already know

I can recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

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

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

I can describe the life process of reproduction in some plants and animals.

### Knowledge I will learn

Living things can be formally grouped according to characteristics.

Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms.

Plants can make their own food whereas animals cannot.

Animals can be divided into two main groups – those that have backbones (vertebrates) and those that do not (invertebrates).

Vertebrates can be divided into five small groups – fish, amphibians, reptiles, birds and mammals.

Each group has common characteristics. Invertebrates can be divided into a number of groups including insects, spiders, snails and worms.

Plants can be divided broadly into two main groups – flowering plants and non-flowering plants

### Key Vocabulary

Word	Definition
arthropod	An invertebrate with a skeleton on the outside and joints on its legs
categorise	Put people or things into groups according to what type they are
characteristic	A typical feature or quality that something/somebody has
fungus	An organism that grows on plants or decaying matter
genus	A group into which living things are organised, smaller than a kingdom and larger than a class
hierarchy	A system in which people or things are organised into different levels
interdependence	Being dependent on each other
kingdom	One of the five major groups into which all living things are organised

LI: I understand who Carl Linnaeus was and what he did.	LI: I can classify vertebrates	LI: I can classify invertebrates I know	LI: I can classify invertebrates I don't know	LI: I can classify invertebrates I don't know	LI: I can classify animals in my local environment
Using Linnaeus' classification taxonomy, children classify animals.	To draw vertebrates from different classes based on their features.	Draw own decision trees for invertebrates based on yes/no questions.	Complete matrix with own observations about little-known invertebrates.	Children create dichotomous key on powerpoint for arthropods.	Collect invertebrates from school field and classify with drawings.
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