



Year 6: Living Things and their Habitats

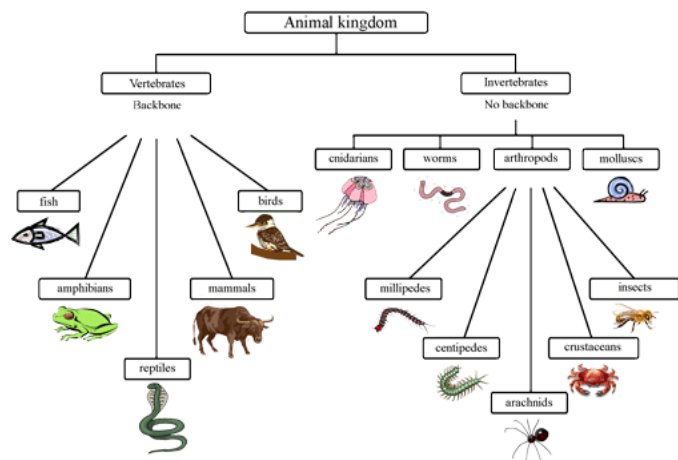


Kindness Enjoyment Achievement

Key Concepts:

Living things can be classified in different ways. A main classification for animals is vertebrates (fish, reptiles, amphibians, mammals and birds) and invertebrates (such as insects, spiders, snails and worms)

Name an example of each classification.



Types of Enquiry:

Sorting and classifying:

How are 2 animals similar/ different?

Use identification keys to identify living things in school environment or in pond dipping.

Fair/ comparative test:

What are the best conditions to grow yeast?

How can we prevent mould from growing on bread?

Use of secondary sources:

Research the defining characteristics of a type of vertebrate; share with other groups to develop full range.

Research the life and work of Carl Linnaeus, who devised a new system of naming each living thing just 2 Latin names. The first name identifies the group and the second name gives you the species.- e.g tiger: *Panthera tigris*, Lion: *Panthera leo*;

Jaguar: *Panthera onca*; Leopard: *Panthera pardus*.

Change over time:

Yeast and mouldy bread experiments.

Pattern seeking:

Yeast and mouldy bread experiments

Vocabulary:

Classify/ classification
species

Vertebrates:

fish, amphibians, reptiles, birds, mammals,

invertebrates:

insects, spiders, snails, worms

flowering and non-flowering

fungi, spores

microorganism



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Use more detailed classification branching diagrams to identify animals in local environment from direct observation where possible.

There are 3 types of microorganism: viruses, bacteria and fungi.

Microorganisms live and reproduce; some are helpful, for example in the production of yoghurt and bread, and for rotting down material to add nutrients back into the soil. Others are harmful and cause diseases.

Keeping clean (e.g. washing your hands) helps to reduce diseases.

Working scientifically skills:

Questioning:

Recognise when *sec* sources should be used to answer questions that cannot be answered through practical work.

Observing:

Use classification tables.

Identify and classify:

Use classification tables to help identify living things.

Testing: Carry out fair test, deciding what resources they need and what observations or measures to make over time and for how long. Independently recognise and control variables.

Recording: Decide how to record and present evidence.

Record using classification keys and venn diagrams.

Communicating: Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.

Concluding: Explain findings using their subject knowledge (e.g. when explaining the best conditions for yeast to grow).

How it fits in with the rest of the curriculum:

Y2: Identify and name a variety of plants and animals in their habitats, inc microhabitats.

Y4: Recognise that living things can be grouped in a variety of ways; group using venn diagrams and self made branching diagrams.

Explore and use classification keys to help group, identify and name a variety of living things

Y5: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some animals and some plants.

Cross curricular links:

Art: Examine pictures of microorganisms: viruses like chickenpox, influenza & mumps; soil, yoghurt and cheese bacteria. Recreate using sketching/ paint/ printing/ collage.