Science

Year 6

Autumn 1

Living things and their habitats

Year 4
Science
Living things and their habitats

National Curriculum	Key objectives to cover
- I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristic and based on similarities and differences - I can give reasons for classifying plants and animals based on specific characteristics	- I can classify with more detail e.g. micro-organisms, plants and animals being subdivided. - I can observe to classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and (fish, amphibians, reptiles, birds and mammals.) - I am able to reason why things are classified where they are. - I can discuss scientists such as Carl Linnaeus- a pioneer of classification. - I can use classification systems and keys to identify some animals and plants. - I can research unfamiliar animals and plants from a broad range of habitats to decided where they belong in classification systems.
National Curriculum – Working scientifically	Six Areas Areas to be covered in this module
- I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate - I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - I can use test results to make predictions to set up further comparative and fair tests - I can report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - I can identify scientific evidence that has been used to support or refute ideas or arguments - I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources - I can group and classify things and recognise patterns - I can find things out using a wide range of secondary sources of information - I can use scientific language and ideas to explain, evaluate and communicate my methods and findings	Identifying and Classifying Observation over time Research Comparative testing Fair testing

Science – Living things and their habitats		
Key Question- You have found an animal that you don't recognise. What could you do to try to name it?		
Objectives		
- give reasons for classifying animals based on their similarities and differences. - research a key scientific figure - describe how living things are classified into groups. - develop classification keys - describe and investigate helpful and harmful microorganisms. - identify the characteristics of different types of microorganisms. - classify organisms found in my local habitat. - to consider features of class carefully to create an animal.		
Vocabulary	Flora, Fauna, Vertebrate, Invertebrate, Insect, Mammal, Bird, Amphibian, Reptile, Fish. Classification, kingdom, phylum, class, order, family, genus, species, Linnaeus, branching classification key, opinion, similarities, differences, group, observations, support, refute	
Working Scientifically Living things and their habitats		
Identifying and Classifying	Classifying animals	
Research	Researching a key scientific figure	
Research **Identifying and classifying**	Children to write the Taxon information for each animal	
Identifying and classifying	Bees, birds and butterflies	
Observation over time **Comparative testing** **Fair testing**	Investigation – What make mould grow.	