Science – Year 6

Spring 2	Living Things and their Habitats					
Prior learning	Year 1 – identification of common animal groups, Year 2 – habitats; Year 4 – habitats, classification, conservation; Year 5 – life cycles and reproduction					
Lesson objective	Classify living organisms	Understand the kingdoms of life	Classify living things using the Linnaean system	Identify the characteristics of different types of microorganisms	Investigate Asexual reproduction through spore dispersal	Classify and describe a living organism
Key vocabulary	classify microorganism fern living organism conife	kingdom mrs gren cell multicellular unicellular	Carl Linnaeus classification Latin species domain	microorganism bacteria fungi virus protozoa	plant microscopic fungi mycelium ecosystem	classify microorganism living organism habitat reproduction
Creative context						
Substantive knowledge	Give reasons for classifying plants and animals based on specific characteristics	Give reasons for classifying plants and animals based on specific characteristics	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	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	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	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
Disciplinary knowledge	Recording data and results of increasing complexity using scientific diagrams and labels,	Identifying scientific evidence that has been used to support or refute ideas or arguments	Identifying scientific evidence that has been used to support or refute ideas or arguments	Planning different types of scientific enquiries to answer questions, including	Taking measurements, using a range of Scientific equipment, with increasing	Reporting and presenting findings from enquiries, including conclusions, causal

Science – Year 6

	classification keys, tables, scatter graphs, bar and line graphs			recognising and controlling variables where necessary	accuracy and precision, taking repeat readings when appropriate	relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
Recorded learning	Create classification example using liquorice allsorts. Use yes/no questions to help structure the different 'branches' and map this out on paper using felt pens. Write a paragraph to explain how they 'classified' the sweets, making links between the different types. Challenge Task: Ask the children to complete the stretch and challenge tasks from the handout.	Create a labelled diagram of the term MRS GREN. Represent the 6 kingdoms, research an organism that would belong in each kingdom and write a short paragraph on each.	Use research devices to complete the handout. Then, use results to design the layout for a zoo. Show where these animals would go in a zoo, with similar animals being placed close together. Challenge Task: Encourage the children to research a similar animal to add to those already listed on the handout. Ask them: How would this alter the design of your zoo?	Explain what microorganisms are and their uses. Investigate the conditions that cause mould to grow on bread and complete the investigation sheet to identify the independent, dependent and controlled variables. Make a prediction and use scientific knowledge to explain why they have made this prediction. Collect data and evaluate over the course of the week.	Complete the spore dispersal investigation. Write predictions Fill in the blanks on the handout using a word bank and create scientific drawings of the spore prints.	Create own animal. Comment on its habitat, appearance, behaviour, respiration, reproduction, class and order. Draw and label with features of its chosen class and use research materials like books or the internet to help create a recognisable living organism.

Science – Year 6

Future learning	