



Pinner Wood School



Year Group	6	Term:	Summer 1	Subject	Science	Topic	Living Things and their habitats: Classification	
							Key Question	How can we order the natural world?
Prior Learning and other Curriculum Links	<u>Year 3</u> <ul style="list-style-type: none"> - I can show that living things can be grouped together in various ways. - I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 					Skills Statements	<ul style="list-style-type: none"> • I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals • I can give reasons for classifying plants and animals based on specific characteristics. 	
Fundamentals	<ul style="list-style-type: none"> • 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. 					Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> - The levels are: Kingdom, Division, Order, Family, Genus and Species. - The Linnaean System is a process for classifying animals and plants. - Classification is about sorting things into categories and sub-categories. - Fish, amphibians, reptiles, mammals and birds are examples of vertebrates - they have a backbone - Spiders, worms, snails, lobsters, crabs and insects like butterflies are examples of an invertebrate - they are cold-blooded animals with no backbone. - Micro-organisms are bacteria and viruses (more commonly known as germs), fungi or parasites 	
Our Curriculum Journey	<p>Journey: The topic will start with a recap of key vocabulary that will be important for this topic. They will then sort various living things into categories of their choosing to form a basic understanding of what it means to classify. We will then repeat this classification but with sweets and chocolates, forming a range of subsets. The next lesson will be focused on different plants which we will look at and assign features to. The children will learn there are 5 kingdoms in classification. The children will then create a garden centre plan to display a range of plants and choose on their own classification (e.g. ferns, flowering plants, fruit plants evergreens etc.) The next lesson builds on from this by sorting</p>							

	<p>animals into different categories and producing a classification chart. Following on from this the class will focus on invertebrates. The topic concludes with a nature hunt in the school grounds and a classification of what they have found.</p>		
<p>Key Vocabulary (revisited)</p>	<p>eyes, nose, ears, sense, touch, feel, smell, see, hear, predict, results, habitat, alive, living, once-lived, dead, never-lived, plants, animals, decay, rocks, soil, air, water, food chain, plants, animals, herbivores carnivores , omnivores, prediction, conclusion</p>	<p>Key Vocabulary (new)</p>	<p>identify, identification, classify, classification, division, family, genus, species, reason, common characteristics, distinguishing characteristics, leaves, shape, size, colour, backbone, wings, jointed legs, cased, transparent, antennae, shell, segments, explain, group, small, harmful, beneficial (helpful), colony, colonies, mould, multiply, historically, grouping.</p>