



Living Things and Their Habitats - Year 6 Unit – Year C

<p>Retrieval vocab: Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings. New Vocab Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering</p>		<p>Previous learning Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</p>			<p>Links with Vision and Values. <i>Stimulate in every child a sense of curiosity and excitement about the world</i></p>	
	Working scientifically/ enquiry focus	Curriculum Strand/ Focus	Small step objective	Previous learning within the unit.	Lesson content	Outcome
1	Identify/ classify	Living Things and Their Habitats	Describe how living things can be classified into broad groups.	N/A	How are animals classified?	The children can: Sort animals into groups using different criteria; e.g. nutrition (omnivore, carnivore or herbivore; animal group (fish, amphibian etc); Vertebrate/invertebrate.
2	Identify/ classify Research	Living Things and Their Habitats	To be able to describe how animals are classified based on similarities and differences.	<i>Sort animals into groups using different criteria; e.g. nutrition (omnivore, carnivore or herbivore; animal group (fish, amphibian etc); Vertebrate/invertebrate</i>	What are the characteristics of animals?	The children can: Recognise the 5 vertebrate groups and the animals that fit into these groups.



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3	Identify/ classify	Living Things and Their Habitats	Understand how we can use classification keys to help group, identify and name a variety of living things.	<i>As above Recognise the 5 vertebrate groups and the animals that fit into these groups.</i>	What is a classification key? (Recap learning in Year 5)	The children can: Use a classification key to identify animals and create a key using yes/no questions to identify animals.
4	Identify/ classify Research	Living Things and Their Habitats	To be able to describe how plants are classified based on similarities and differences.	<i>As above Use a classification key to identify animals and create a key using yes/no questions to identify animals.</i>	How can we classify plants? What do a selection of flowers have in common? How are they different?	The children can: select criteria to use to sort plants into groups. They will be able to use the internet to research information about plants and sort them into groups based on their characteristics.
5	Identify/ classify	Living Things and Their Habitats	To be able to give reasons for classifying plants and animals based on specific characteristics.	<i>As above Select criteria to use to sort plants into groups. They will be able to use the internet to research information about plants and sort them into groups based on their characteristics.</i>	How do we classify mysteries? E.g platypus. Can we invent our own animal and how would we classify it?	The children can: recognise that some living things cannot be easily classified.
6	Comparative/ fair testing	Living Things and Their Habitats	Investigate yeast respiration.	<i>As above Recognise that some living things cannot be easily classified.</i>	How can we investigate whether yeast respire?	The children can: Carry out an investigation to prove that yeast respire and is therefore a living microorganism.
7	Identify/ classify	Living Things and Their Habitats	Describe how microorganisms can be classified.	<i>As above Carry out an investigation to prove that yeast respire and is therefore a living microorganism.</i>	What are the five main groups of microorganisms?	The children can: name the five main groups scientists use to classify microorganisms. They will be able to give examples of some of the characteristics and features of each group.



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8	Research	Living Things and Their Habitats	Know that scientists have developed different ways to classify living things	<i>As above Name the five main groups scientists use to classify microorganisms. They will be able to give examples of some of the characteristics and features of each group.</i>	Who was Carolus Linnaeus?	The children can: explain who Carolus Linnaeus was and why he is an important scientist. In groups, they will create a presentation about his life and work.
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