

Science
Year 5 and 6
Spring 2

Topic Living Things and their Habitats.						
Rationale During this topic, children will learn about classification of living things, including microorganisms. They will learn the names and characteristics of the main groups used to classify animals, plants and microorganisms. Children will learn to use a classification key and create their own key using yes/no questions. Children will investigate the question; Is yeast a microorganism? And conduct an experiment involving the respiration of yeast. They will produce a presentation about the life and work of Carolus Linnaeus and understand the importance of his standard classification system						
NC Objective <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 						
Links to other Subject/Topics. Computing – Multimedia, Powerpoint. English – Non-chronological Reports, Instructions						
Inspiration for Aspiration Ecologist, Conservationist, Environmentalist, Vet						
Key Content <ul style="list-style-type: none"> • How are animals classified? Look into further into detail into the classification system and understand broad groups can be further subdivided. • What is a classification key? • How can we classify plants? • Is yeast a living organism? • What are the five main groups of microorganisms? • Who was Carolus Linnaeus? 						
Concepts						
Science	1	2	3	4	5	6
Plants						
Animals, including Humans						
Materials						
Light						
Sound						
Electricity						
Forces						
Earth and Space						
Skills and Knowledge Year 3 and 4 <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Explore everyday phenomena and the relationships between living things and familiar environments. • Raise their own questions about the world around them • Make some decisions about which types of enquiry will 	Skills and Knowledge Year 5 and 6 <ul style="list-style-type: none"> • Recording data and results of increasing complexity classification keys • Use test results to make predictions and set up further comparative and fair tests • Reporting and presenting findings from enquiries • Identifying scientific evidence that has been used to support or refute ideas or arguments • Describe the characters of groups of organisms using images as prompts 					

be the best way of answering questions

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment
- Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them
- Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used
- Notice a pattern in results
- Set up simple practical enquiries, comparative and fair tests
- Recognise when a simple fair test is necessary and help to set it up
- Think of more than one variable factor
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use notes, simple tables and standard units and help to decide how to record and analyse their data.
- Record results in tables and bar charts
- Identify differences, similarities or changes
- Talk about criteria for grouping, sorting and classifying and use simple keys
- Compare and group according to behaviour or properties
- Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations
- Use results to draw simple conclusions, make

<p>predictions, and suggest improvements</p> <ul style="list-style-type: none"> • Use scientific evidence to answer questions or to support their findings • With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions • See a pattern in my results • Say what they found out, linking cause and effect • Say how they could make it better • Answer questions from what they have found out 	
<p>Year 5 and 6 Topic Vocabulary</p> <p>Animals Harmful Herbivore Omnivore Carnivore Linnaean system Micro-organisms Mould Habitat Invertebrates Vertebrates Exo-skeleton Non-vascular Taxonomy</p>	<p>Scientific Vocabulary</p> <p>Classification Classification Groups Similarities Differences Sorting Observe</p>
<p>By the end of the topic <u>Year 5</u> children will with support</p> <ul style="list-style-type: none"> • Give reasons for the classification of animals and classify living things using the Linnaean system. • Children will be able to classify animals and plants based on their observable characteristics. • Children will conduct their own investigation into harm micro-organisms drawing form predictions and working with accuracy. 	<p>By the end of the topic <u>Year 6</u> children will: -</p> <ul style="list-style-type: none"> • Give reasons for the classification of animals and classify living things using the Linnaean system. • Children will be able to classify animals and plants based on their observable characteristics. • Children will conduct their own investigation into harm micro-organisms drawing form predictions and working with accuracy.
<p>Assessment Teacher assessment of vocabulary throughout topic. Grammarsaurus assessment and cumulative quiz</p>	