

YEAR 6

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LIVING THINGS AND THEIR HABITATS BIOLOGY	<p>The three Prime ELGs of Communication & Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>		<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>

COMPOSITES

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics

COMPONENTS

	1	2	3	4	5	End Point
	What is a living thing?	Why do we classify living things?	What are invertebrates and vertebrates?	What are microorganisms?	Can I construct and use a classification key?	<p>Children can classify animals and plants in different ways</p> <p>They know the life processes of different things</p>
<p>CONCEPTS</p> 	LIFE PROCESSES	LIFE PROCESSES	LIFE PROCESSES	LIFE PROCESSES	LIFE PROCESSES	<p>Understand that living things are classified on different ways</p> <p>Know how to use and read a classification key</p>
SKILLS	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	Give reasons for classifying plants and animals based on specific characteristics	Give reasons for classifying plants and animals based on specific characteristics	Give reasons for classifying plants and animals based on specific characteristics	Give reasons for classifying plants and animals based on specific characteristics
<p>KNOWLEDGE</p> <p>Science Knowledge Organiser: Living things and their habitats Year 6 - Twinkl</p>	The life processes of living things	What microorganisms are and why they need to be vertebrates to match their habitat life style	How living things can be organised	What invertebrates and invertebrates are and why they need to be invertebrates to match their habitat life style	Create and use classification keys	<p>Understand that living things are classified on different ways and why they are classified in that way</p> <p>Know how to use and read a classification key</p>
LESSON LINK	MTP Term 3	MTP Term 3	MTP Term 3	MTP Term 3	MTP Term 3	
PROGRESSIVE VOCABULARY	classifying living things living things micro organism plants animals	classifying living things microorganisms	classifying living things micro organism plants animals	classifying living things invertebrates vertebrates exoskeleton	classifying classification key	Articulate and recognise subject specific vocabulary

CURRICULUM EXPERIENCES	Science walk in school grounds – consider a visit to coast/Quex etc				Creating own classification key	Create and use classification methods to group organisms
END POINT	Children will know the key life processes of living things	Children know what microorganisms are.	Children will be able to group living things in different ways and describe why each organism is in each group – how it aids living	Children will know what invertebrates and invertebrates are and how they are suited to the way they live and their habitats.	Children to use a classification key to identify living things and create their own classification keys.	Understand that living things are classified on different ways and why they are classified in that way Know how to use and read a classification key

