# Living things and their habitats- Year 6- Kapow unit- Living things: Classifying big and small

## Previous learning

Describe the differences in life cycles of a mammal, amphibian, insect and a bird

Describe the life process of reproduction in some plants and animals

## Key Vocabulary for Year 6

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| **Classification** | |
| **Vertebrates** | |
| **Invertebrates** | |
| **Micro-organisms** | |
| **Amphibians** | |
| **Reptiles** | |
| **Mammals** | |
| **Insects** | |
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## Previous vocabulary

Mammal, reproduction, insects, amphibians, birds, offspring

## Useful links

https://www.stem.org.uk/resources/community/collection/12740/year-6-all-living-things

https://ypte.org.uk/lesson-plans/living-things-and-their-habitats-year-6-classification

https://www.hamilton-trust.org.uk/science/year-6-science/classification-connoisseurs/

## Key scientists you could look at…

Aristotle, Carl Linnaeus, Gregor Mendel

## Scientific skills

| Working scientifically | Questioning and enquiry | Observing and measuring | Investigating | Recording | Grouping and classifying |
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| To use practical scientific methods, processes and skills | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | Take measurements using a range of scientific equipment with increasing accuracy and precision. Take repeat readings where appropriate. Identify patterns that might be found in the natural environment. Make own decisions about what observations, measurements to use and whether or not to repeat them. Choose most appropriate equipment. Interpret data and find patterns. Select equipment independently. Use accurate and precise measures | Use test results to make predictions to set up further comparative and fair tests. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Suggest improvements to methods and give reasons. Decide when it is appropriate to do a fair test. | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Report and present findings from enquiries. Decide how to record data from a choice of familiar approaches. Choose how best to present data | Use and develop keys and other information records to identify, classify and describe living things and materials. |

## Experiment and activity ideas

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| Creating cough syrup | Classification games | Create own classification keys | Dissecting plants to classify | What bugs can you find- bug hunt, invertebrates and vertebrates |

## Knowledge- objectives

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.

## Resources in school

Use of the forest school site to observe living things in their habitats, bug finders, magnifying glasses, microscopes