



Science Topic: Living Things and their Habitats

Year: 6 **Term:** Spring 1

Key Knowledge/Content:

- Organisms, including microorganisms, reproduce and offspring have similar characteristic patterns.
- Competition exists for resources and mates.
- Scientists sort and group living things according to their similarities and differences.
- A classification key can be used to sort living things based on their characteristics.

Scientist Focus:

Libbie Hyman (zoologist)

Known for her work on classifying invertebrates. She discovered a collection of invertebrates that had been classified incorrectly.

Links to:

Prior learning:

To explore different groups of animals and how their populations are being affected by human impact. They have also learned about how living things are adapted to their environment.

Future learning:

To learn about the relationships in ecosystems.

Key vocabulary with definition:

Prior vocabulary:

- Vertebrates- All animals with a backbone.
- Invertebrates- All animals without a backbone.
- Environment- The surroundings or place where a living thing inhabits.
- Classify- Sort different things into categories depending on key characteristics.
- Characteristic- A noticeable feature of something.
- Population- The number of a particular living thing.
- Competition- Living things striving to survive in a particular habitat.

New vocabulary:

- Organism- A single animal, plant or life form.
- Microorganism- An organism that is incredibly small.
- Fungi- a group of living things including mould, mushrooms, and yeast that eat organic material
- Virus- A type of germ that are tiny and can get into someone's body, making them sick.
- Bacteria- Tiny creatures that get nutrients from their environments.
- Mould- A type of fungus that grows typically on different foods.
- Classification key- A set of questions about living things that sorts them.

By the end of this unit

All children can: read classification keys, noticing the key characteristics of a living thing, and **observe** whether different microorganisms are helpful to us or dangerous.

Most children can: draw classification keys, based on the characteristics of living things, and **suggest** prevention strategies to stop dangerous microorganisms spreading.

Some children can: understand why classification is beneficial to sorting living things and **explain** the conditions in which microorganisms thrive, using this information to explain how to slow them spreading.

Background understanding for teachers and parents:

This unit will introduce children to classification systems including classification keys, which they will read and draw. They will look further at different types of microorganisms and whether they are helpful or harmful. Through different experiments, they will identify the environments in which mould can thrive and grow.

Curriculum Driver (one):

Healthy Lifestyle

Evidence outcome:

Understand the conditions in which viruses spread and observe different prevention strategies that can keep us healthy.