

Hook:

Children will play a game of 'Guess Who' related to living organisms. They will use a range of food items to develop their understanding of how to sort and classify.

Year 6: Science Medium Term Plan: Autumn 1



Areas of learning (subject)

Science, Literacy, History, DT

Texts: 'Karl, Get Out of the Garden!': Carolus Linnaeus and the Naming of Everything' by Anita Sanchez

Key Vocabulary: Vertebrate, Invertebrate, Mammal, Reptile, Amphibian, Insects, Arachnids, Annelids, Molluscs, Crustaceans, echinoderms, Virus, Bacteria, fungi, yeast, decompose, flowering, non-flowering, vascular, non-vascular

Resources

'Guess Who' game, food items, bread, bags

Significant individuals: Carl Linnaeus



Year 6: Animals and their Habitats

Creativity:

How will we show we understand in multiple ways? What elements of Working Scientifically will we cover?

- Children will compare and contrast the features of living organisms and present their findings in a branching diagram (*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs*)
- Children will measure the development of microorganisms on a piece of food (*taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate*)
- Children will record their measurements and will decide how they will represent their findings (*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs*)
- Children will collect organisms from the school grounds and sort them according to scientific criteria. (*reporting and presenting findings from enquiries, including conclusions*)

Curriculum

Children will be able to:

- 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

Connections

What are the connections to our curriculum? past and

Connections to previous learning

In Year 4 pupils were taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

In Year 5 pupils were taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Connections to Future learning

In KS3, children will be taught to:

- the similarities and differences between plant and animal cells
- the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms
- the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops

Community

What links can we develop 'Near and Far'? What opportunities will we create to use the outdoors?

Children will identify organisms from the school grounds and sort them using scientific criteria.