



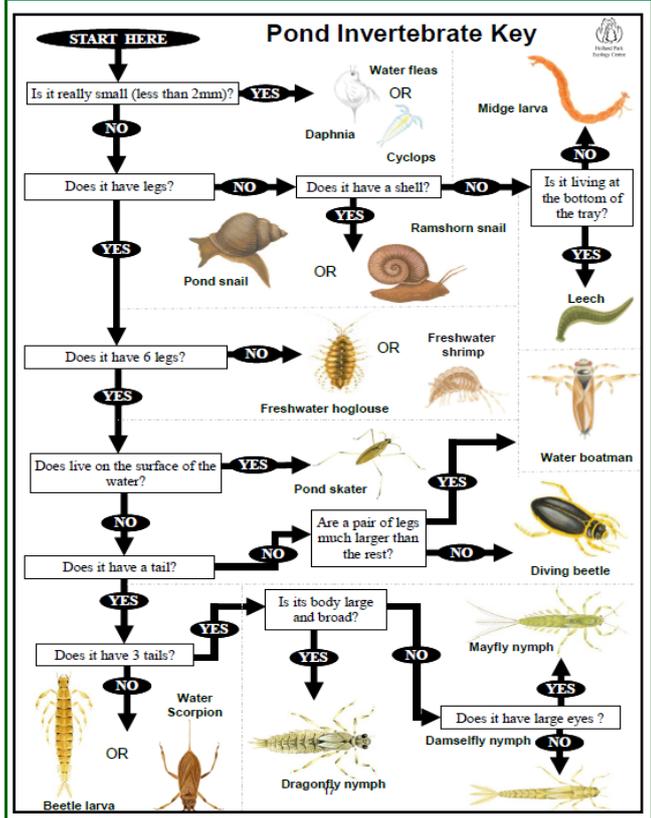
<b>Science Topic:</b>	Living Things and Their Habitats		<b>Year 6</b>		
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What? (Key Vocabulary)	
Spelling	Definition/Sentence
Taxonomy	The part of science focused on classification
Classification	Grouping something using its features
Distinguish	Recognise a difference
Microorganism	A microscopic organism

What? (Key Knowledge)	
Grouping living things	
Animals can be put into one of two groups	Vertebrates or invertebrates
Vertebrates	
Vertebrates	Are animals with a backbone
There are 5 ways Vertebrates can be grouped	Fish, amphibians, reptiles, birds, mammals
How to spot a Fish	<ul style="list-style-type: none"> <li>Breathes with gills/lays eggs in water/has fins and scales/its body temperature changes</li> </ul>
How to spot an Amphibian	<ul style="list-style-type: none"> <li>Born with gills then develops lungs/lays eggs in water/damp skin/body temperature changes</li> </ul>
How to spot a Reptile	<ul style="list-style-type: none"> <li>Breathes with lungs/lays eggs on land/dry scaly skin/body temperature changes</li> </ul>
How to spot a Bird	<ul style="list-style-type: none"> <li>Breathes with lungs/lays eggs with hard shells/has feathers/steady body temperature</li> </ul>
How to spot a Mammal	<ul style="list-style-type: none"> <li>Breathes with lungs/babies are born live/body hair or fur/steady body temperature/feeds babies milk</li> </ul>

Who? (Scientists we need to know about)	
3 facts about Carl Linnaeus 	<ul style="list-style-type: none"> <li>Born in Sweden on 23rd May 1707</li> <li>A leading light in the field of Taxonomy</li> <li>Famous for developing the first system to classify animals effectively</li> </ul>

### Diagrams and Symbols



Invertebrates	
Invertebrates	Are animals with no backbone
There are 3 ways Invertebrates can be grouped	<ul style="list-style-type: none"> <li>Insects</li> <li>Arachnids</li> <li>Molluscs</li> </ul>
How to spot an Insect	3 body sections/6 legs
How to spot an Arachnid	2 body sections/8 legs
How to spot a Mollusc	Slimy foot/Often have a shell

### Deciding which animal or plant is which

Key Features to distinguish between animals	<ul style="list-style-type: none"> <li>Invertebrate or vertebrate</li> <li>Mammal/reptile/fish/amphibian/bird</li> <li>Colour</li> <li>Length</li> <li>Number of legs</li> <li>Number of body segments</li> <li>Distinguishing features</li> <li>Habitat</li> </ul>
Key Features to distinguish between plants	<ul style="list-style-type: none"> <li>Flowering or non-flowering</li> <li>Grass/cereal/garden shrub/deciduous/algae/coniferous/fern</li> <li>Colour</li> <li>Height</li> <li>Number of flowers</li> <li>Fruit bearing or not</li> <li>Distinguishing features</li> <li>Usual location</li> </ul>

### Recommended Experiments

A minimum of two experiments should take place during this unit of work with one final written outcome linked to the scientific enquiry skills and approaches used.

-  Comparing animals from different habitats locally, in other areas in the UK and abroad
-  Designing an investigation to lead another year groups on a bug hunt using these classification keys
-  Locating a range of habitats on the school site and interpreting these results

Microorganisms	
Key features of microorganisms	<ul style="list-style-type: none"> <li>Include algae, fungi, protozoa, bacteria and viruses</li> <li>Smallest organisms on Earth</li> <li>They perform photosynthesis, break down waste and infect other organisms</li> </ul>