

YEAR 6

Living things and their habitats  
Animals including humans

Science

Term: Summer

Entry/exit point

Visit from Midwives (career possibilities) /Presentation to parents



NATIONAL CURRICULUM

Science - Living things and their habitats & Animals including humans

Science- working scientifically

Science - Living things and their habitats - Key Knowledge

Scientists sort and group living things according to their similarities and differences. This is called classification. Scientists who classify living things are called taxonomists.

- Know that can be sorted, or classified, in several different ways. One example of how living things can be classified is through answering a series of questions using a branched key diagram.
- Know the 7 characteristics of living things: movement, reproduction, sensitivity, growth, respiration, excretion and nutrition. These can be remembered using the acronym, 'MRS GREN.'
- Know how to classify micro-organisms: Micro-organisms is an organism that is microscopic, for example, a bacterium, fungus and virus.
- Know that micro-organisms can be classified using the Linnaean taxonomic system. Animals and plants adaptation: all living organisms have physical or behavioural characteristics that have developed over time to allow them to better survive in their environment.
- Know that a food chain shows a feeding relationship between organisms in a particular habitat.
- Most animals are part of more than one food chain and eat more than one kind of food in order to meet their food and energy requirements.

Science- Animals including humans

- Know that all living organisms have physical or behavioural characteristics that have developed over time to allow them to better survive in their environment.
- Know that a food chain shows a feeding relationship between organisms in a particular habitat. As you progress along the food chain, each successive organism eats the previous one.
- Know that most animals are part of more than one food chain and eat more than one kind of food in order to meet their food and energy requirements. These interdependent food chains form a food we

Science- Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them
- Report and present findings from enquiries with a given format



SCHOOL KEY DRIVERS

Language	Opportunities	Diversity
<p><b>Working Scientifically</b>  <i>classify, opinion, fact, communicate, secondary information, justify</i></p> <p><b>Living things and their habitats</b>  <i>mammal, amphibian, insect, bird, reproduction, life span, egg, live young, hatchling, fledgling, metamorphosis</i></p> <p><b>Animals including humans</b>  <i>develop, grow, change, baby, infant, toddler, child, teenager, adolescent, puberty, adult, geriatric, life cycle, life span, embryo, weaned</i></p>	<ul style="list-style-type: none"> <li>• Health Visitor</li> <li>• Midwife (male and female)</li> <li>• Vet</li> </ul>	<ul style="list-style-type: none"> <li>• Christians / naming ceremony</li> <li>• Coming of age ceremonies - Bar Mitzvah</li> </ul>
<p><b>Scientists</b></p> <ul style="list-style-type: none"> <li>• Carl Linnaeus developed the first system to classify animals effectively.</li> <li>• Joseph Lister was a surgeon who introduced carbolic acid to sterilize surgical instruments.</li> <li>• Edward Jenner was the first doctor to introduce and study the smallpox vaccine. Alexander Fleming discovered the enzyme lysozyme and penicillin.</li> <li>• Louis Pasteur created the first vaccine of rabies</li> </ul> 	<p><b>Links to prior learning</b></p> <ul style="list-style-type: none"> <li>• Living things and their habitats in Year 1, 2, 3, 4 and 5             <ul style="list-style-type: none"> <li>• Evolution and inheritance</li> </ul> </li> </ul>	<p><b>Links to other subjects</b></p> <p>Evolution and inheritance, guided reading, English extended writing</p>