

Yr 6 - Spring 2: Living Things and Their Habitats

Things to include each half term:

- 1 x active learning
- 1 x outdoor science lesson
- 3 x experiments/investigations
- 1 x child-led investigation
- 3 x examples of working scientifically

Science display:

- Key vocabulary linked to living things and habitats
- Image of Linnaeus and images of classification keys
- Photos of children observing
- real leaves - worked model of classification key
- detailed diagrams of plants

Science Adventure **Medium Term Planning**

Lesson 1 (KWL)

- Re-cap what children have already learnt about living things and their habitats and fill in KWL grid. Check all students know how to identify if something is living (MRS NERG)
- Children work in small groups to collect (active learning) and sort a range of real photos of living things - discuss how they have grouped these.
- Children re-group into micro-organisms, plants and animals
- Children re-group into sub-groups for animals (fish, birds, mammals, amphibians, reptiles, insects, arachnids, molluscs and worms)
- Children produce a table in books to show groups of living things and explain reasoning

Lesson 5

- Liquorice all sorts and sweets - build own classification keys; take photos for books
- Children then create their own classification keys for living organisms (given organisms to sort) and peer assess against classmates' work

Lesson 2

- Discuss similarities and differences of images of animals on IWB
- Introduce vertebrate/invertebrate terminology
- Outdoor/active child-led investigation: Are there more vertebrates or invertebrates on the school grounds?
- Children make predictions
- Children collect/observe range of animals and sort into vertebrate and invertebrates - remind children of all the humans, Rufus, goldfish, chickens, squirrels etc
- Children complete table to show range of animals sorted into vertebrates and invertebrates and explain conclusion.

Lesson 3

- Odd one out - types of plants
- Explain/discuss plant types: vascular (plants that conduct water and sap), non-vascular (do not conduct water, e.g moss), seed bearing (produce seeds), angiosperms (flowering), gymnosperms (non-flowering), grass
- Outdoors: children take photos/draw diagrams of range of plants and sort them correctly

Lesson 4

- What is classification?
- Discuss the word and what it could mean
- Introduce definition and explain the role/importance of Carl Linnaeus in developing the classification system
- Active learning - children collect facts about Linnaeus
- Write short biography - stem sentences for differentiation
- Children classify their classmates

Lesson 6

- Classify leaves
- Child-led study: What range of trees do we have on our school grounds?
- Children collect leaves from outdoors and study them using magnifying glasses
- Children to stick in leaves and label in books
- Children use dichotomous key to classify and match leaves to trees.
- Refer back to KWL - spider diagram any questions and add these and misconceptions to Summer 1 planning