

Yr 6 - Summer 1: 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:

- Add to Spring 2 display: photos of children's work, key vocabulary, images of micro-organisms, key questions, jobs involving living things and their habitats
- labelled plants and leaves
- Instructions for creating a classification key

Science Adventure **Medium Term Planning**

Lesson 1 (KWL)

- Refer back to KWL grids from Spring 2 and add to them.
- Outdoors/active: collect living things and group (using hoops)
- Use classification keys to identify the animals/plants found
- Write instructions on how to use classification keys and why they're important

Lesson 5

- Children check on mouldy bread experiment; draw diagrams to show their observations
- Why is close observation and classification important in the work of a scientist who identifies pests in food?
- Show video: <https://www.stem.org.uk/resources/elibrary/resource/264436/fera-resources-classification>
- Children research a range of jobs that use observation and classification of living things and produce a list of careers
- Children create a new animal - classify it and name it.

Lesson 2

- Micro-organisms study
- Children to swab their cheek and study the micro-organisms under a microscope
- Draw a diagram to show what they can see
- Introduce/study mould
- Mouldy bread experiment - child-led: What could we change to see how quickly mould can grow on bread? (observe over time and refer back to in future lessons)
- Make predictions and explain variables they will change and keep the same

Lesson 6

- Complete mouldy bread experiment - record final observations and draw conclusions. Evaluate the experiment and explain what they would do differently next time.
- Create a poster to include everything they now know about living things and their habitats (purpose- to show y7 science teacher everything they know).
- Refer back to KWL grids and fill in
- Low stakes test

Lesson 3

- Children check on mouldy bread experiment and record their observations.
- Children given a range of living things - re-cap the possible groupings and discuss similarities and differences between images.
- Children to create classification keys and explain their choices for the questions they choose.

Lesson 4

- Check on mouldy bread experiment and record observations
- What can lichens tell us about air quality?
- Outdoor - Opal Air Quality Survey:
https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/24360-OPAL-Air-Workbook-web-quality.pdf
- Children to conduct survey and record results (stick pack in science book)
- Children describe the air quality on the school grounds.