






## Science Medium Term Plan

	<b>Year Group:</b>	<b>Term:</b>	<b>Topic/Unit :</b>		
	6	Summer	Living things and their habitat		
<b>National Curriculum Programme of Study</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>				
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)</li> <li>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</li> </ul>				
<b>Future Learning</b>	<ul style="list-style-type: none"> <li>Differences between species. (KS3)</li> </ul>				
<b>Links to other subjects</b>	PSHE – Hygiene What do different types of microorganisms do? Are they always harmful?				
<b>Enrichment</b>	Interview a zoologist/ visit to/ from animals				
<b>Working Scientifically</b>	<b>Comparative tests</b>	<b>Identify and classify</b>	<b>Observation over time</b>	<b>Pattern seeking</b>	<b>Research</b>
	 How does the temperature affect how much gas is produced by yeast?	 How can we identify, group and classify plants, animals and microorganisms?	 What happens to a piece of bread if you leave it on the windowsill for two weeks?	 Do all flowers have the same number of petals?	 What do different types of microorganisms do? Are they always harmful?
<b>Working Scientifically Assessment Focus</b>	<p><b>Review: Interpret and Report – Living things – Invertebrate research</b></p> <p><b>Working Scientifically: Review: Report and present findings using appropriate scientific language</b></p> <p><b>Assessment Focus</b></p> <ul style="list-style-type: none"> <li>Can children report and present information about an invertebrate classification group?</li> </ul>				
<b>Sticky vocabulary</b>	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering <b>Working scientifically vocabulary:</b> evidence, justify, relationship,				
<b>End points</b>	<ul style="list-style-type: none"> <li>Living things can be formally grouped according to characteristics.</li> <li>Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms.</li> <li>Plants can make their own food whereas animals cannot.</li> <li>Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates).</li> <li>Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals.</li> <li>Each group has common characteristics.</li> </ul>				

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|  | <ul style="list-style-type: none"><li>• Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.</li><li>• Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.</li></ul> |
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