



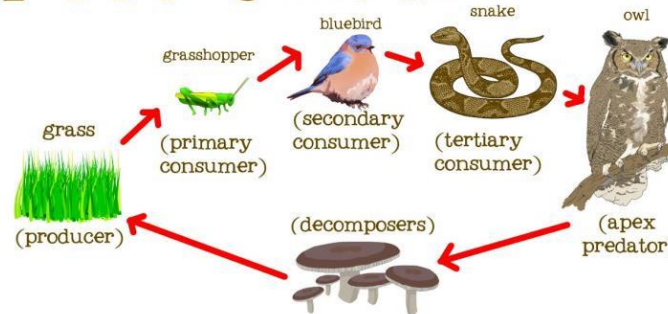
Key vocabulary

Classification	Grouping by shared features
Vertebrate	Animal with a backbone
Amphibian	Cold-blooded, egg-laying, lives in water <i>and</i> on land
Bird	Warm-blooded, egg-laying with feathers, wings and a beak
Fish	Cold-blooded, egg-laying with fins, gills and scales
Mammal	Warm-blooded with hair or fur and give birth to live young, lives in water <i>or</i> land
Reptile	Cold-blooded with dry scaly skin, usually lay eggs on land
Invertebrate	Animal without a backbone
Annelid	A segmented worm
Arachnid	An invertebrate with 8 legs and 2 body parts e.g. spider
Crustacean	Mostly live in water with a hard shell and segmented body e.g. crab
Insect	A small egg-laying animal with 6 legs and usually wings
Habitat	The natural home of a living thing
Biodiversity	The variety of plant and animal life in the world or a particular habitat
MRS NERG	The shared characteristics of all living things

Key knowledge

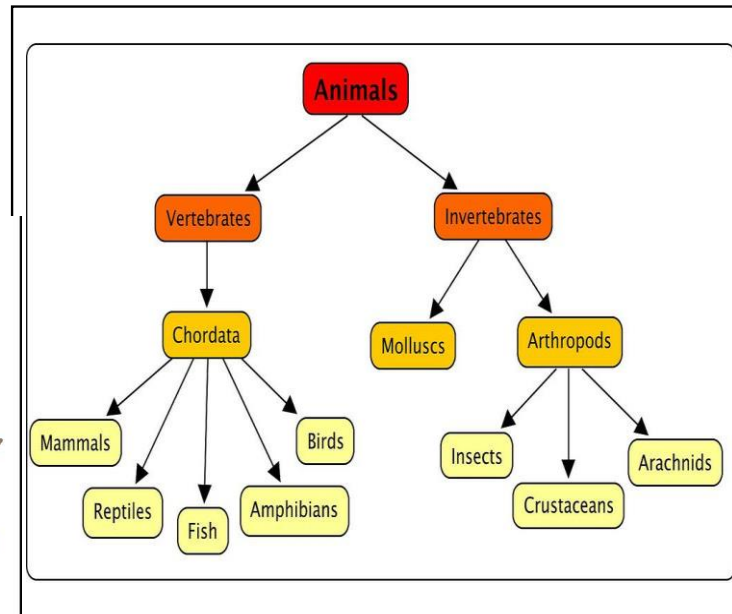
- 1 Sorting/grouping- Identify features of living things and group similar plants/animals
- 2 Classifying- Use identification keys and branching databases to classify living things
- 3 Sketching- Make careful observations of a living thing and draw a detailed sketch
- 4 Surveying- Collect data and samples from a local habitat, and report on findings
- 5 Measuring- Use equipment to take readings e.g. temperature
- 6 A habitat is a home environment for plants, animals and other living things. Examples include: Rainforest, deserts, woodlands or the ocean.
- 7 A micro-habitat is a small, specific home environment which include a specific item. For example: A pond or a pile of logs.
- 8 Every living thing needs food to create energy. A food chain helps to show this transfer of energy through different plants and animals.

Food Chains



Key Questions for the Topic

- 1 Why do we need to classify living things?
- 2 What defines a living thing? (MRS NERG)
- 3 Who was Carl Linnaeus and what important work did he do?
- 4 What impact can humans have on the environment and how can it be improved?
- 5 How can local environments be improved for plants and animals?
- 6 How many different habitats can you think of? Do the animals you would find there have any adaptations?





Prior Vocabulary

1	Living	Having life, needing food and water in order to survive.
2	Non-living	Not alive or living.
3	Habitats	The natural environment of an animal or plant.
	Micro-habitats	A habitat which is small. An example of a microhabitat is a caterpillar snacking on leaves which have fallen from a tree. A specific habitat, typically extremely small, such as a cave corner or a cardboard box.
	Local habitats	Habitats found near to us.
4	Conditions	Something that must happen before another event or thing can occur. Examples include damp and dark.
5	Characteristics	Features of different habitats.
6	Adaptation	To change for a particular use.
7	Food chain	A series of living beings in which each serves as food for the next.
8	Carnivore	An animal that eats meat.
9	Omnivore	An animal that lives on a diet of both plants and animals.
10	Herbivore	An animals that eats plants.
11	Reproduce	To have young or offspring.
12	Producer	To make something.
13	Consumer	To eat what has been produced.

Prior Knowledge

1	Local habitats include parks, woodland and gardens.
2	Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains.
3	All living things live in a habitat to which they are suited and it must provide everything they need to survive.
4	A habitat is a place where a living thing lives.
5	A microhabitat is a very small habitat
6	Animals need water, food, air and shelter to survive. Their habitat must provide all these things
7	All objects are either living, dead or have never been alive.
8	Living things are plants (including seeds) and animals.
9	Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers.
10	An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive.
11	Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water.
12	Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there.
13	The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.
14	Know how a specific habitat provides for the basic needs of things living there (plants and animals).

Future Learning

1	In Year 6, you will learn how organisms can be grouped according to their characteristics.
2	You will be able to identify the characteristics for the different classification of animals.
3	You will understand appropriate scientific vocabulary and use that to describe organisms and their features.
4	In year 6, you will be able to explain what vascular and non-vascular plants are?
5	In the future, you will be able to explain the difference between flowering and non-flowering plants.
6	You will also know who Carl Linnaeus and what he contributed to science and why his classification systems so important.
7	You will be able to demonstrate what micro-organisms are and what groups you classify micro-organisms into?
8	You will be able to explain to a partner the organisms that exist in your local environment.

Microorganisms are very tiny living things. They are so small that they are not visible to the naked eye, so a microscope is needed to see them. Microorganisms can be found all around us. They can live on and in our bodies, in the air, in water and on the objects around us. They can be found in almost every habitat on Earth.

