|  |  |  |
| --- | --- | --- |
| **Creech St Michael Primary School** | | |
| **Subject:**  **Biology** | **Living Things – Habitats and Classification** | **Year 5/6** |

|  |
| --- |
| **Background understanding (what I should already know)…** |
| Animals including humans   * I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * I can Identify and name a variety of common animals that are carnivores, herbivores and omnivores * I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) |

|  |  |
| --- | --- |
| **What: (key vocab)** | |
| **Amphibian** | Amphibians are vertebrate animals (have a backbone) |
| **Annelids** | Animals that have no legs, and no hard skeleton. |
| **Bacteria** | Bacteria are single-celled, or unicellular organisms. |
| **Botanist** | Scientists who study plants |
| **Characteristics** | Characteristics are the distinguishing features or quality of something |
| **Crustacean** | Crustaceans are animals that usually have a hard covering, or exoskeleton, and two pairs of antennas, or feelers |
| **Fungus** | A fungus is a simple organism, or living thing, that is neither a plant nor an animal. When there is more than one fungus they are called fungi |
| **Mammal** | Mammals include humans and all other animals that are warm-blooded vertebrates (vertebrates have backbones) with hair. |
| **Micro-organism** | Microorganisms are very tiny living things. They are so small that you need a microscope to see them. |
| **Mollusc** | A mollusc is an invertebrate (meaning it has no backbone). Molluscs have very soft bodies and are massively diverse. Many have shells |
| **Non-vascular (plants)** | They are plants that lack a vascular tissue system. They have no flowers, leaves, roots, or stems. |
| **Organism** | An individual plant, animal or single-celled life form. |
| **Vascular (plants)** | These plants possess vascular tissues; these plants have true stems, leaves, and roots. |

|  |  |
| --- | --- |
| **What I will know by the end of the unit…** | |
| **Linnaeus Classification System** | The system for classifying plants and animals and the system for naming all living things.  KS2 Science Year 4 - 1a Living Things - Classification - The Schools of  King Edward VI in Birmingham |
| **Identifying and grouping micro-organisms** | There are five types of living microorganisms; these include bacteria, viruses, fungi, algae and protozoa.  What Are the Five Major Groups of Microbes? |
| **Classify plants according to their characteristics** | Plants fall into four categories: With seeds or without seeds; flowering plants, conifers, ferns and mosses.  . The Classification Of Plants - Annuals, Biennials and Perennials |

|  |  |
| --- | --- |
| **Who: (famous people)** | |
| Carolus Linnaeus | Biography, Education, Classification System, &amp;amp; Facts |  Britannica  Carl Linnaeus  **1707 - 1778** | One of the first scientists to create a classification system. |
| Antonie Van Leeuwenhoek Portrait - Free vector graphic on Pixabay  Antonie van Leeuwenhoek  1632 - 1723 | Leeuwenhoek is known as the first microbiologist because he was the first to observe bacteria underneath a microscope. |

|  |  |
| --- | --- |
| **Possible Scientific Enquiry Questions…** | |
| **Fair testing** | Do all flowers have the same number of petals? |
| **Identifying, classifying and grouping** | Can you group a selection of livings things?  Why is your invertebrate a member of the …. group? Why could it not fit within a different group? |

**Scientific skills and enquiry (Year 5 and 6)**

* Identifying scientific evidence that has been used to support or refute ideas or arguments.
* Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
* Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
* Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
* Using test results to make predictions to set up further comparative and fair tests.
* Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.