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| **Topic** | **Crime and Punishment**  |
| **Science Unit** | Living things and their habitats  |
| **Curriculum Objectives** | Content: * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
* Give reasons for classifying plants and animals based on specific characteristics.

Working scientifically: * Use and develop a range of classification keys. (L2-3, 5-6)
* Record data and results of increasing complexity classification keys. (L3, 5-6)
* Ask a range of significant scientific questions based on scientific concepts. (Anchor Tasks)
* Plan the most appropriate type of scientific enquiry to answer questions including: observing over time (L4); pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations, including recognising and controlling variables); and researching using secondary sources.
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| **Lesson Objectives** | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
| To learn about the work of Carl Linnaeus.  | To learn to describe how living things are classified. | To learn to classify living things into kingdoms. | To learn to compare the characteristics of fungi and plants. | To learn to use classification keys to sort species. | To learn to create classification keys.  |
| **Key Vocabulary** | **micro-organisms** | **kingdom** | **fungi** | **protists** | **prokaryotes** | **unicellular** |
| **bacteria** | **multicellular** | **cell** | **species** | **class** | **genus** |
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| **Possible lesson ideas** | * Lesson 1 – see Hamilton Trust lesson 1 and the Developing Expert lesson on Linnaeus.
* Lesson 2 – Developing Expert – lesson 1 ‘Classify living things’ - Understand that living organisms are classified into groups called kingdoms.
* Lesson 3 - Developing Expert – lesson 2 ‘Explore the kingdoms of life’ - explore and differentiate between the kingdoms of life
* Lesson 4 - Developing Expert ‘Describe different types of fungi’ – focus on classifying section rather than descriptions. Observe fungi growing over time.
* Lesson 5 – Hamilton Trust lesson 2, Developing Experts ‘Explore soil habitats’
* Lesson 6 - Hamilton Trust lesson 3 and 4
* Whole unit topic: <https://www.hamilton-trust.org.uk/science/year-6-science/classification-connoisseurs/>
* Whole unit topic: <https://developingexperts.com/s/unit-library/units/38>
* <https://www.stem.org.uk/resources/community/collection/12740/year-6-all-living-things>
* Whole unit topic: <https://www.twinkl.co.uk/resource/tp2-s-260-planit-science-year-6-living-things-and-their-habitats-unit-pack>
* https://www.tes.com/teaching-resource/year-6-classification-4-fully-resourced-lessons-11785324
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