

Prior learning:

Year 4:

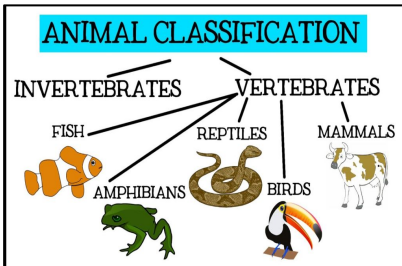
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

In this topic, we are learning to:

- 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.
- Give reasons for classifying plants and animals based on specific characteristics.



Key Vocabulary:

Vertebrates	Organisms which have an internal backbone surrounded by bone, also called vertebrae.
invertebrates	An animals that do not have a spine.
Mammals	A mammal is an animal that breathes air, has a backbone, and grows hair at some point during its life. In addition, all female mammals have glands that can produce milk.
Amphibians	any organism that is able to live both on land and in water.
Reptiles	A reptile is a cold blooded creature, which means that they rely on heat from their surrounding environment to warm up.
Biome	A place where living things rely on each other to survive.
Reproduction	How a living thing creates new versions of itself.
Life cycle	The different stages of a living thing's life.

Questions you will know the answers to...

How can you organise animals into groups?

How can plants be classified into groups?

What animals are classified as vertebrates and invertebrates?

What are the similarities and differences of an organism, plant and animals?



Working Scientifically Assessment Focus:

INTERPRETING AND COMMUNICATING RESULTS.

- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in (validity of) results, in oral and written forms such as displays and other presentations.
- In their conclusions, identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.
- Use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.
- Communicate their findings to an audience using relevant scientific language and illustrations..