Year 6 Autumn 1 Science Plan: Living Things and their Habitats			
	Required Prior Knowledge	Knowledge to be explicitly taught	How knowledge will be built on
Substantive Knowledge	**In 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 **In 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. **This unit:** • 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	Living thing can be group in a variety of ways (elicitation) Lesson one: What is a Kingdom? Life on Earth is organised into groups. Lesson two: What makes a platypus a mammal? A closer look at vertebrate groups. Lesson three: TAPS assessment (invertebrate research) Lesson four: What about plants? Flowering and non-flowering plants. Lesson five: What are micro-organisms? Lesson six: TAPS assessment (classification keys)	Differences between species. (KS3)
Disciplinary Knowledge	• Pupil can use various ways to record, group and display evidence, e.g. grouping and classifying various materials (Y4) • Pupil can, with support, display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals (Y5) • Pupil can recognise patterns that relate to scientific ideas (Y4) • Pupil can show how evidence supports a conclusion (Y5)	• use various ways, as appropriate, to record complex evidence, e.g. in the construction of a key to aid plant identification. • display and present key findings from enquiries orally and in writing, e.g. deciding how well classifications fit unfamiliar animals and plants. • identifying scientific evidence that has been used to support or refute ideas or arguments	
Vocab		Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering	