

# Year 6 Living things and their environment (Biology)



## Prior and future learning

Prior Knowledge	What's next?
<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)</li> <li>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</li> </ul>	<ul style="list-style-type: none"> <li>Differences between species. (KS3)</li> </ul>

## Track your learning

How I will show what I have learned	☹️	😐	😊
I can 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.			
I can give reasons for classifying plants based on specific characteristics.			
I can give reasons for classifying animals based on specific characteristics.			

Key knowledge I need to understand
<ul style="list-style-type: none"> <li>Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms.</li> <li>Plants can make their own food whereas animals cannot.</li> <li>Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.</li> <li>Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants</li> </ul>

**Possible texts to read:**  
 Beetle Boy – M G Leonard  
 Fur and feathers – Janet Halfmann



**Scientist:** Carl Linnaeus  
 (Botanist and Zoologist who developed taxonomy for classifying organisms).



**Working scientifically assessment:**  
 Invertebrate research and outdoor keys



**Link to maths curriculum:**  
 Statistics:

- Group and sort living things into a piechart/conduct a survey of minibeasts in the local area(Interpret and construct pie charts to solve problems).

## Vocabulary

anther	the part of a stamen that produces and releases the pollen
bulb	a root shaped like an onion that grows into a flower or plant
cell	the smallest part of an animal or plant that is able to function independently.
dispersed	scattered, separated, or spread through a large area
dissect	to carefully cut something up in order to examine it scientifically
embryo	an unborn animal or human being in the very early stages of development.
fertilisation	male and female gametes meet to form an embryo or seed
flower	the part of a plant which is often brightly coloured and grows at the end of a stem.
flowering	trees or plants which produce flowers
function	a useful thing that something does
gamete	the name for the two types of male and female cell
Invertebrate	A creature without a backbone.
Vertebrate	A creature with a backbone.
Pollen	a fine powder produced by <b>flowers</b> . It <b>fertilises</b> other <b>flowers</b> of the same species so that they produce <b>seeds</b> .
Pollination	To <b>pollinate</b> a plant or tree means to <b>fertilise</b> it with <b>pollen</b> . This is often done by insects.
Seed	The small hard part from which a new plant grows.
Mosses	small, seedless plants that often grow in moist, shady places.
Ferns	flowerless green plants.
Non-flowering	Plants that do not produce flowers e.g. ferns

