|  |
| --- |
| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.pngYear 6 – Spring Termly Overview: Science (Living Things and their Habitats and Evolution) |

**End Point**

**End Point**

**Where in the World?**

Fab Finish – Double-page spread

Showcase learning: Photos, drawings, writing, fact files,

.KWL

1. K = knowledge. Show question and ask what we already know. Record on display as well as on p2 of Theme Folders.

W = what do we want to know. Added to over time (also on p2 of folder)

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

Review vocabulary needed for classification

<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

Revise Mrs Nerg (7 life processes)

Revise animal groups and their characteristics

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

<https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/nozzle>

Apply knowledge of different animals and their groups by sorting them using classification keys

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

<https://explorify.wellcome.ac.uk/en/activities/what-if/fossils-didnt-exist> (quick starter)

Share lots of info using video clips and PP about different fossil types and formations.

Use new knowledge to describe what specific evidence examples tell us about the past, e.g. footprints, nests, fossils

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Family examples – hair/eye colour, height etc (genes skipping generations)

Other examples – dog breeding, pea plants

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

<https://explorify.wellcome.ac.uk/en/activities/whats-going-on/extremophile-snottites>

<https://explorify.wellcome.ac.uk/en/activities/odd-one-out/amazing-adaptations>

Moths – industrial revolution, Darwin’s finches. Giraffe’s.

Various habitats to research how plants & animals have adapted/are suited, e.g. cacti in desert, polar bear in polar region

Reflection

Double page spread for presentation.

Review learning in each session on KWL and use this to inform final piece.

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * Sc6/2.1a    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
* Sc6/2.1b    give reasons for classifying plants and animals based on specific characteristics.
* Sc6/2.3a    recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
* Sc6/3.2b    recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* Sc6/2.3c    identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
 | * Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
* Read, spell and pronounce scientific vocabulary correctly.
* Identify scientific evidence that has been used to support or refute ideas or arguments.
 | * All living things do the above 7 processes & this can be used to define living things (MRS NERG)
* Adaptation is when an animal or plant develops specialised characteristics & or senses to enable them to live in certain environments.
* A Habitat is where a plant or animal lives: • Frog – pond habitat • Cactus – desert habitat
* Food Chains A food chain is a feeding relationship within a habitat.
 | Describe using scientific language – ongoing |