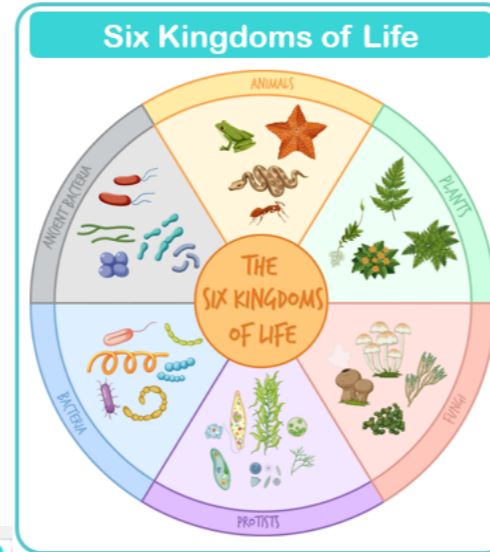


# Year 6 Science Spring 2 Unit Living Things and their Habitats

Key Scientific Skills	Year 6 Living things and their habitats
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
Use test results to make predictions to set up further comparative and fair tests	
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
Identify scientific evidence that has been used to support or refute ideas or arguments	

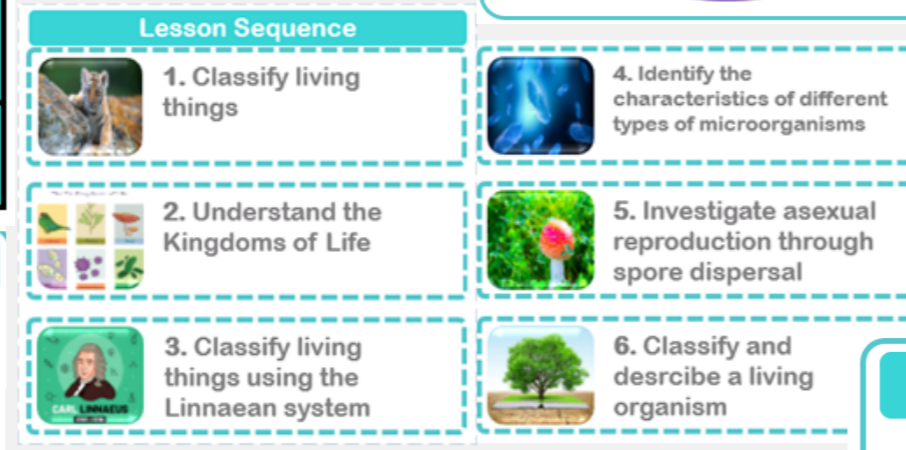
**MRS GREN**

**M** Movement  
**R** Respiration  
**S** Sensitivity  
**G** Growth  
**R** Reproduce  
**E** Excretion  
**N** Nutrition



## Progression of Knowledge

Unit	YEAR 2	YEAR 4	YEAR 5	YEAR 6
Living things and their habitats	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>



### Microorganisms

Antibiotics, yoghurt, cheese, wine and yeast are all **helpful bacteria**.

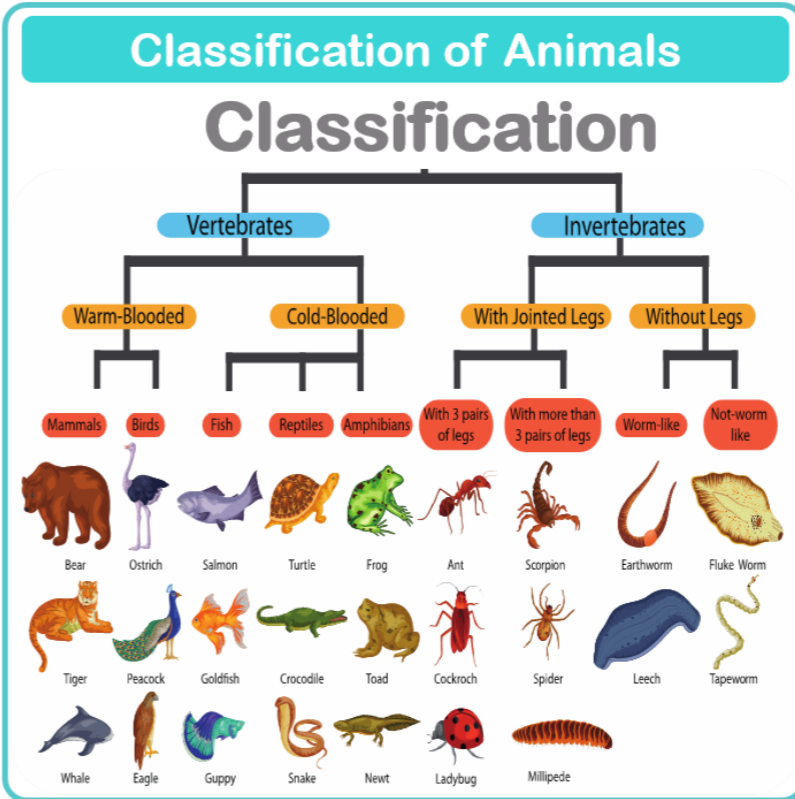
Mould, food poisoning and athletes foot are **harmful bacteria**.

**Carl Linnaeus**

Carl Linnaeus created a system of classification, which ranks living things into groups in order to name their species.

- DOMAIN** Eukarya
- KINGDOM** Animalia
- PHYLUM** Chordata
- CLASS** Mammalia
- ORDER** Primates
- FAMILY** Hominidae
- GENUS** Homo
- SPECIES** Homo sapiens

Rocket Words	
classification	The arrangement of animals and plants in groups according to their observed similarities.
microorganism	A tiny, microscopic organism such as bacteria, virus or fungus.
habitat	A place where living organisms live.
living organism	Something that can move, use energy and reproduce.
species	The smallest class of organisms.
microscopic	A microscopic organism, too small to see with the naked eye.
ecosystem	A group of living organisms that live and interact with each other in a specific environment.
kingdom	A category grouping together all forms of life, having certain characteristics in common.
Linnaean System	A diverse kingdom which include mushrooms and brewer's yeasts.
cell	The smallest structural and functional unit of an organism.



### Fungi

Fungi gain energy from dead matter.