






<p>Programme of Study Statements</p> <ul style="list-style-type: none"> 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. 					<p>Key Vocabulary</p> <p>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering</p>
<p>Investigations and Skills for thinking like a Scientist</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					<p>Sticky Knowledge:</p>
<p><u>Comparative Tests</u></p> <p>How does the temperature affect how much gas is produced by yeast?</p> <p>Which is the most common invertebrate on our school playing field?</p>	<p><u>Identify & Classify</u></p> <p>How would you make a classification key for vertebrates/invertebrates or microorganisms?</p>	<p><u>Observation over time</u></p> <p>What happens to a piece of bread if you leave it on the windowsill for two weeks?</p>	<p><u>Pattern seeking</u></p> <p>Do all flowers have the same number of petals?</p>	<p><u>Research</u></p> <p>What do different types of microorganisms do? Are they always harmful?</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
<ul style="list-style-type: none"> Potential Evidence to support our Scientists (I can..): <ul style="list-style-type: none"> Can use classification materials to identify unknown plants and animals Can create classification keys for plants and animals Can give a number of characteristics that explain why an animal belongs to a particular group <p>Big Question: In what ways can we sort living things?</p>					<p>Future Knowledge:</p> <ul style="list-style-type: none"> Differences between species. (KS3)

Cultural Capital		
Visits and visitors Wildlife Trust	Experiences and events Take part in National Bug Watch online	Key texts <i>Beetle Boy</i> (M G Leonard) <i>Insect Soup</i> (Barry Louis Polisar) <i>Fur and Feathers</i> (Janet Halfmann)
Community events and links Lower Woods	Global issues Loss of habitats leading to loss in diversity	Famous people/ Key Scientists Carl Linnaeus (Identifying, Naming and Classifying Organisms)
Life Skills Curiosity Making Links	Key places Different habitats within the school grounds	