



**Subject:** Science

**Theme:** Living things and their habitats (Y6)

<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary (Top 20)</b>	<b>Common misconceptions</b>
<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>	<p>Classify animals according to Carl Linnaeus' system.</p> <p>Classify plants into flowering, mosses, ferns and conifers, based on specific characteristics.</p> <p>Create a branching database/dichotomous key to classify a set of living things in the immediate environment.</p> <p>Research the work of Carl Linnaeus.</p> <p>Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	<p>difference common environment habitat similarity characteristic classification classify invertebrate species vertebrate bacteria Carl Linnaeus fungi microorganism organism subdivide system taxonomist</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>• All microorganisms are harmful.</li> <li>• Mushrooms are plants.</li> </ul>



Love



Friendship



Compassion



Community



Trust



Forgiveness

*"Let all that you do be done in love." 1 COR 16:24*

*Do all the good you can.... John Wesley*

	<p>Research how microorganisms can be helpful or harmful.</p> <p>Research the difference between bacteria, virus and fungi to give reasons why these are not plants or animals.</p>	<p>virus</p>	
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