Living Things & Their Habitats (Classification of Living Things) – Autumn 1 YEAR 6

Year 2

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- 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.
- Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)

Year 4

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)

classification keys
environment
fish
amphibians
reptiles
birds
mammals
vertebrates
invertebrates
name some invertebrates
human impact
name positive human impact
name negative human impact

Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

life cycle
Reproduction
sexual
asexual
germination
pollination
seed formation
seed dispersal
pollen
stamen
stigma
plantlets e.g. spider plant
runners e.g. strawberry plant
mammal
amphibian
insect
bird
fish
reptile
eggs
live young

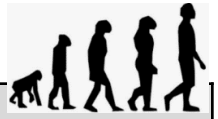
Year 6

• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
• Give reasons for classifying plants and animals based on specific characteristics.

Anthropod
Cone
Conifer
Enchinodermata
Fern
Flatowrm
Monera
Moss
Mould
Needle
Protista
Spore
Taxonomy
Annelid
Arachnid
Carpel
Crustacean
Fungi

Mollusc
myriapod
Organism
Reproduction
Species
Stamen
Cold-blooded
Warm-blooded

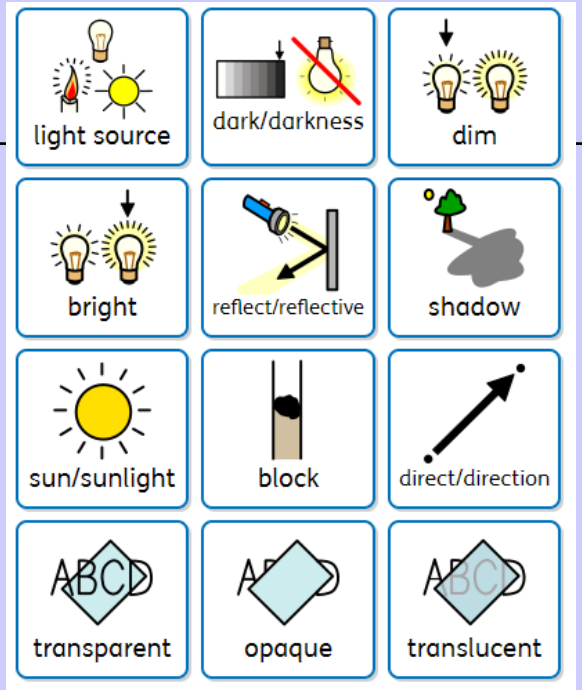
EVOLUTION & INHERITANCE, Autumn 2, YEAR 6



Year 2-4	Year 6	
Year 2 • 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. (Y2 - Living things and their habitats) **Year 3** • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) **Year 4** • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
	anomaly **camouflage** **evolution** **extinction** **inherited** **migrate** **natural selection** **offspring** **variation** **classify]evidence** **model** **adaptation** **adapted**	**fossil** **habitat** **organism** **predator** **reproduction** **species**

Bounds Green School

LIGHT – Spring 1, YEAR 6

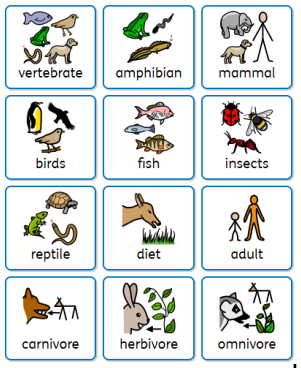
Year 3		Year 6
• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change.		• Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
	conclude/conclusion comparative data data logger evidence explain/explanation identifying and classifying measure/measurement observe/observation pattern predict/prediction	light source dark/darkness dim bright reflect/reflective shadow sun/sunlight block direct/ direction transparent opaque translucent **absorb**

Bounds Green School Science Unit

YEAR 6, ANIMALS INCLUDING HUMANS (circulatory system) – Spring 2

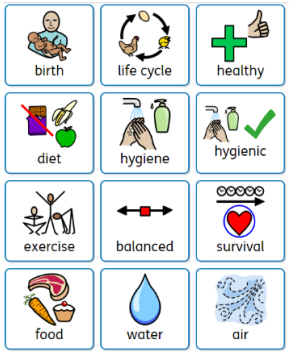
Year 1

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



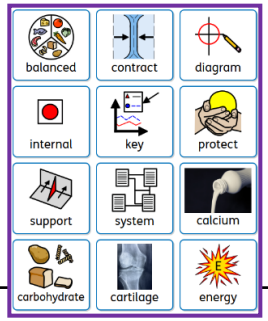
Year 2

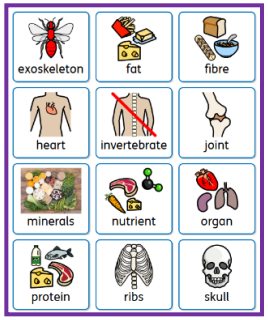
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

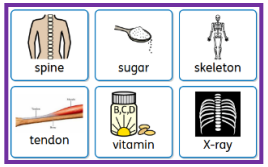


Year 3

- **Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.**
- **Identify that humans and some other animals have skeletons and muscles for support, protection and movement.**







Year 4/5/6

Y4

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

contract	food web	small intestine
flow	incisor	stomach
function	jaw	vomit
grind	large intestine	
anus	mechanical	
canine	milk teeth	
chemicals	molar	
constipation	oesophagus	
decompose	predator	
diarrhoea	prey	
digestion	rectum	
extinct	saliva	

Y5

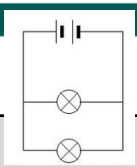
- Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)
- Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)

Y6

- **identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**
- **describe the ways in which nutrients and water are transported within animals, including humans.**

circulate	capillaries	ventricle
contract	cell	white blood cells
flow	deoxygenated blood	
pump	hormone	
system	oxygenated blood	
transport	plasma	
	platelets	
aorta	pulmonary artery	
arteries	pulse	
atrium	red blood cells	
blood	valve	
blood vessels	veins	

ELECTRICITY (changing circuits), Summer 1, YEAR 6



Year 4		Year 6	
• Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.		• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram	
appliance complete device flow function manual plug socket wire circuit battery bulb buzzer cell	closed circuit connection points electrical appliance electrical component electrical conductor electrical insulator electricity mains motor open circuit switch	fan flow propeller standard symbol voltage volts complete flow wire circuit battery bulb	buzzer cell closed circuit connection points electrical appliance electrical component electrical conductor electrical insulator electricity mains motor open circuit lux switch

Bounds Green School Science Unit

YEAR 6, ANIMALS INCLUDING HUMANS (body health) – Summer 2

Year 1

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- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
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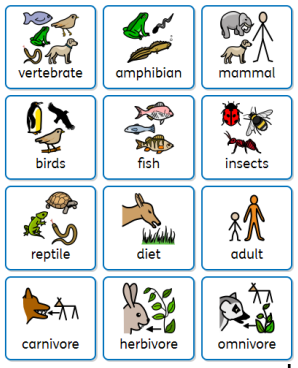

Year 2

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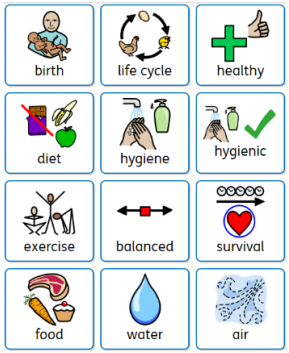

Year 3

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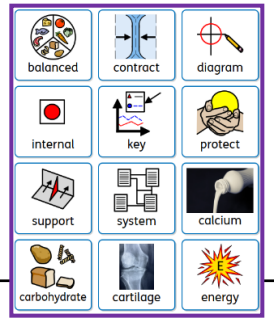

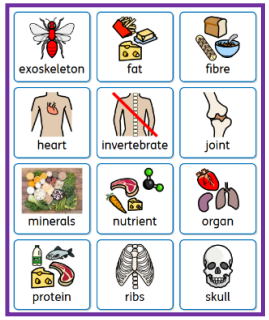

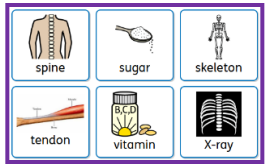

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Y5

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- Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)

Y6

- **recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function**

arteries	mineral
heart rate	nutrient
malnutrition	oxygen
pulse	protein
salt	vitamin
veins	
carbohydrate	
chemicals	
fats	
fibre	
lungs	