

Final Outcome: Children will create an illustrated field guide for an area of their choice (this can include grasslands, polar regions, woodlands, rainforests, deserts or microorganisms). This field guide should be detailed and all animals within it correctly classified.

Component 6:

What we will know after this sequence:

Pupils will be able to group living things according to whether they are plants or animals.
Pupils will be able to classify living things according to their characteristics.
Pupils will be able to explain and give reasons for the classification of different organisms.
Pupils will be able to identify the characteristics of different groups of organisms.

Vocabulary:

Classify, organism, species, vertebrates, invertebrates, mammals, birds, amphibians, reptiles, fish, insects, arachnids, molluscs, crustaceans, annelids, plants, flowering, non-flowering.

How will this feed into my next learning:

Children will use all of the knowledge that they have gained to create their own field guide for an area of their choice. They may use iPads to research their area and the animals within it.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.



**Component 4:
What we will know after this sequence:**

I can identify types of microorganism.
I can describe helpful and harmful microorganisms.
I can investigate harmful microorganisms.

Vocabulary: Microorganism, fungus, bacteria, virus, microscopic, mould, naked eye.

How will this feed into my next learning:

Children will complete their experiments looking at mould growth.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.

Component 5: To

What we will know after this sequence:

Pupils will be able to demonstrate working scientifically.
Pupils will be able to design an experiment and ensure that it is a fair test.
Pupils will be able to draw conclusions from my results.
Pupils will be able to describe and compare the structure of different cells and describe the characteristics of different microorganisms.
Based on their research, pupils will be able to design a microorganism using these characteristics.

Vocabulary: Microorganism, cell, eukaryote, nucleus, DNA, fungus, virus, bacteria.

How will this feed into my next learning:

Children will draw on their knowledge of classification to create a field guide for their school environment (or a local nature area).

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Experiment templates to scaffold the child's learning to allow them to focus on the results of their experiment and maximise their understanding.

Component 3:

What we will know after this sequence:

Pupils will be able to identify different types of animals.
Pupils will be able to match the types of animals to their characteristics.
Pupils will be able to classify creatures based on their characteristics.

Vocabulary: Carl Linnaeus, Linnaean, classification, standard, domain, kingdom, phylum, class, order, family, genus, species.

How will this feed into my next learning:

Children will extend their ability to classify to include microorganisms.



SEND:

Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.

Component 2:

What we will know after this sequence:

Pupils will be able to describe who Carl Linnaeus was.
Pupils will understand and be able to explain how living things are classified using the Linnaean system.
Pupils will be able to classify living things using the Linnaean system.

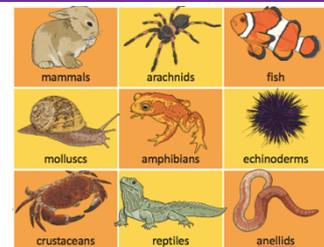
Vocabulary: Carl Linnaeus, Linnaean, classification, standard, domain, kingdom, phylum, class, order, family, genus, species.

How will this feed into my next learning:

Pupils will deepen their knowledge by looking at how animals are classified according to their characteristics, and how we classify new or unusual animals.

SEND:

Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.



Component 1:

We should know: Children will know that there are different types of animals on our planet. Children will be able to give some differences – for example: hot-blooded/cold-blooded, have lungs/have gills. Children will know that we sometimes group things to make them easier to study.

What we will know after this sequence:

Pupils will be able to sort and group animals based on their features.
Pupils will be able to give reasons for the way that they have classified animals.

Vocabulary: Classify, sort, group, similarities, differences, compare, taxonomist, method

How will this feed into my next learning:

Pupils will use their understanding of classifying and sorting to look at the origins of classification and the Linnaean system.

SEND:

Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.