

## MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 6		SUBJECT: Science Living things: Classifying big & small	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE: 7.09.24
<p><b>LO:</b> To explain how organisms are classified using the Linnaean system.</p> <p><b>Success Criteria:</b> I can define the term 'organism'. I can describe the work of Carl Linnaeus. I can organise a diagram to show the Linnaean system.</p> <p><b>Main Event:</b> Children to watch the video. Children to work in groups to act out and perform how Carl Linnaeus developed the Linnaean system.</p> <p><b>Support:</b> Could read the part of one of the naturalists on the Activity: Carl Linnaeus role play when acting out how he developed the Linnaean classification system.</p> <p><b>Challenge:</b> Could write additional lines for the Activity: Carl Linnaeus role play to explain how modern science has further developed</p>	<p><b>LO:</b> To classify the cold-blooded vertebrate groups using their common characteristics.</p> <p><b>Success Criteria:</b> I can define the term 'vertebrate'. I can name the vertebrate groups. I can describe the characteristics of fish, amphibians and reptiles. I can use a branching key to identify the cold-blooded vertebrates.</p> <p><b>Main Event:</b> Children to watch the video. Children to use the research cards to help them add information about the three cold-blooded vertebrate groups to their posters. Children to complete the branching keys activity.</p> <p><b>Support:</b> Use the Activity: Cold-blooded vertebrates poster: support version and fill in the blanks.</p> <p><b>Challenge:</b> Should use facts from the 'Extra information' section in the Resource: Cold-blooded vertebrates research cards when completing their posters; could compare the similarities and differences between the cold-blooded vertebrates.</p>	<p><b>LO:</b> To classify the warm-blooded vertebrate groups using their common characteristics.</p> <p><b>Success Criteria:</b> I can describe the characteristics of birds and mammals. I can compare the characteristics of vertebrate groups. I can use a classification key to identify and classify vertebrates.</p> <p><b>Main Event:</b> Show the children the video. Using the research cards, ask the children to complete the sentences on the storyboard and draw pictures to accompany each caption.</p> <p><b>Support:</b> Could use the Activity: Mammals storyboard: support version.</p> <p><b>Challenge:</b> Should be encouraged to compare birds to other vertebrates in their scripts; could use the Activity: Mammals storyboard: extension version; should use facts from the 'Extra information' section in the Resource: Warm-blooded vertebrates research cards when completing their storyboard.</p>	<p><b>LO:</b> To classify invertebrates.</p> <p><b>Success Criteria:</b> I can define the term 'invertebrate'. I can describe the characteristics of worms, snails, spiders and insects. I can compare the characteristics of the invertebrate groups. I can use a classification key to identify and classify invertebrates.</p> <p><b>Main Event:</b> Children to use dough/clay to make a model of the different invertebrate groups: worms, snails (from the molluscs group), spiders and insects (both from the arthropods group).</p> <p><b>Support:</b> Could work in pairs to make their invertebrate models, alternating between modelling the clay and adding the labels each round.</p> <p><b>Challenge:</b> Could create a table (similar to the Activity: Vertebrate characteristics table) to compare the characteristics of the invertebrates.</p>	<p><b>LO:</b> To describe how the plant kingdom is organised (based on shared characteristics).</p> <p><b>Working scientifically:</b> To produce a working classification key.</p> <p><b>Success Criteria:</b> I can name the plant groups and describe their characteristics. Working scientifically: I can organise the layout of a classification key. Working scientifically: I can design appropriate questions for classification keys.</p> <p><b>Main Event:</b> Children to create a 'plant collage' based on the plant classification collage recipe they have chosen in groups of 4. Children to present.</p> <p><b>Support:</b> Choose six leaves or fewer for the Activity: Classifying leaves; could use the question prompts on slide 3 of the Presentation: Classifying leaves when creating a classification key.</p> <p><b>Challenge:</b> Include the 'extra information' from the Activity: Plant classification collage recipes in their presentation; could use all nine leaves in their classification key on the Activity: Classifying leaves; could make both a number and a branching key.</p>	<p><b>LO:</b> To describe and classify micro-organisms.</p> <p><b>Success Criteria:</b> I can define the term 'micro-organism'. I can name some micro-organisms. I can classify micro-organisms using a classification key.</p> <p><b>Main Event:</b> Focussing on bacteria. Children to write a short poem or limerick about bacteria using some of the keywords.</p> <p><b>Support:</b> Could pick only three keywords when writing their poem about bacteria; could structure their poem as a 'What am I?' riddle and focus on creating clues using the keywords.</p> <p><b>Challenge:</b> Could include most of the poem keywords; could illustrate their poem with a diagram of a bacteria.</p>