

Autumn 1 Year 6 Science Knowledge Organiser

Living Things and Their Habitats

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Amphibian	Cold blooded vertebrate animal.	Viruses: Can make us sick and can pass from person to person ↓ Bacteria: Some bacteria are helpful for cooking others can make you sick ↓ Fungi: Can be found in air, water and on plants. Mould growing on bread Portrait of Carl Linnaeus	<u>Carl Linnaeus</u> (1707-1778) Carl Linnaeus was a Swedish scientist who believed it was very important to have a standard system of classification.
Arachnid	An arthropod e.g. spiders and scorpions.		The Seven Levels of Linnaeus' System
Bacteria	Small single cell organisms found everywhere on earth.		Kingdom Phylum Class Order Family Genus Species
Bird	Warm blooded egg laying vertebrate animal with feathers, wings and a beak.		
Classification	To make smaller groups.		
Fish	Aquatic gill bearing animals.		
Fungus	Part of Fungi kingdom includes yeast, rust, moulds and mushrooms.		
Insect	Small arthropod animal which has 6 legs and generally one or two pairs of wings.		
Invertebrate	Animal without a backbone.		
Microorganism	Organism of microscopic size.		
Mollusc	An invertebrate including snails, slugs, mussels and octopuses	Writing/Provision/ Enrichment opportunities Make bread to show the effects of yeast Writing - Explanation - Edward Jenner and the Smallpox vaccine	
Organism	An organic living system composed of cells.		
Reptile	A vertebrate animal typically with dry scaly skin and lay soft shelled eggs on land.		
Vertebrate	Animal with a backbone		
Virus	Microscopic parasites generally smaller than bacteria		
Scientific Enquiry Skills		Working Scientifically Skills	
??? Checklist Plan Communicate Present Investigate Reflect		Collect Observe Record Interpret Evaluate	

Presentation	Working Scientifically and Scientific Enquiry Assessment		
	Children can produce own results table with headings and can decide an appropriate heading.	Children can independently draw and label a table with own headings and ensure data is presented clearly with either words, pictures or both.	Children can produce a range of tables, deciding how many headings and columns beforehand. Work is presented neatly and clearly with appropriate headings.
	- Can use observation skills and ID kits to identify different animals and minibeasts. - Can ask some relevant questions to sort based on observable features. - Can use classification keys with support.	- Children answer their own and others' questions on observations they have made. Their answers are based on evidence. - Can use and produce classification keys independently by posing questions.	Can interpret and draw own classification keys with confidence and sort any animal using ID/classification keys by asking relevant questions.
	Children can use secondary sources to find relevant facts to classify animals. They may struggle to find information in text or word questions carefully to find specific information.	Children can ask specific questions to classify animals and use appropriately worded questions to find answers on search engines.	Children can independently use search engines to answer questions using search engines and find appropriate sites for accuracy.
	Children can make observations about different animals and make suggestions on how they can be adapted. They can describe the creatures using some words or phrases.	Children can observe and raise questions about animals and how they are adapted to their environment. They can write detailed factual descriptions based on their observations.	Children can observe and raise a wide range of questions about animals and how they are adapted to the environment. They can write a detailed description using scientific language and adventurous vocabulary.
	Children can use some subject knowledge to make predictions. They can add further detail and explanations when prompted.	Children can develop predictions based on scientific enquiry, own ideas and scientific knowledge. They use test results to make predictions to set up further tests.	Children can confidently predict what might happen by giving real life examples and a range of scientific vocabulary. Children can make further predictions based on what they would like to find out.
	Children can use a set structure to frame their evaluation. They can remember key points of the test and can say what worked and what did not with prompting.	Children use scientific language and evaluate how their enquiry has answered the question. They can make some suggestions for future tests and a further enquiry.	Children can evaluate the effects of yeast and how it is beneficial in cooking. They use scientific language and suggest how to make improvements with a range of future tests to explore.