Topic name	Living things and their habitats
Big Question	Could Spiderman really exist?
Scientists to use as examples	Carl Linneus, Libby Hyman
Key Knowledge	• 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 • give reasons for classifying plants and animals based on specific characteristics Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.
Key investigational skills	Which trees/plants will we find in the school grounds? Bread experiment - Further test on bread – type of bread, size, location affect mould - Research on mould growth Is every leaf on tree/plant same size? Why? Close Observations Use of branching database to sort living things Observations, detailed drawings, take photos and time capture Use evidence to support or refute every leaf on plant/tree is same size.
Vocabulary	vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, warm-blooded, cold-blooded, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers

Prior learning – what children should know	Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • 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
Future learning – next time they will be learning	Differences between species. (KS3)
Visits	Nature area Beach Woods
Book links	Beetle Boy – MG Leonard Bonkers about Beetles Owen Davey