

Plants Progression map Year 6

<u>Previous Year: Year 5</u>	<u>Current Year: Year 6</u>	<u>Next Year: KS3</u>
<p>These objectives are taken from the national curriculum but covered in different topics:</p> <p>Describe the life process of reproduction in some plants and animals. (Y5 - <i>Living things and their habitats</i>)</p>	<p>These objectives are taken from the national curriculum but covered in different topics:</p> <p>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. (Y6 - <i>Living things and their habitats</i>)</p> <ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - <i>Living things and their habitats</i>) 	<p>These objectives are taken from the national curriculum but covered in different topics:</p> <ul style="list-style-type: none"> • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

<p>Physical education links:</p> <p>-</p>	<p><u>Learning Values:</u></p> <ul style="list-style-type: none"> - respect - responsible - resourceful - resilient - risk taker
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<p style="text-align: center;"><u>Possible stimulus to teach:</u></p> <ul style="list-style-type: none"> • Animalium by Jenny Broom • Tiny: The Invisible World of Microbes by Nicola Davies • The Wonder Garden by Jenny Broom • Boy in the Tower by Polly Ho-Yen • The Bacteria Book: Gross Germs, Vile Viruses, and Funky Fungi

<p style="text-align: center;"><u>Key learning for the topic:</u></p> <p>Use secondary sources to learn about the formal classification system devised by Carl Linnaeus and why it is important.</p> <ul style="list-style-type: none"> • Use first-hand observation to identify characteristics shared by the animals in a group. • Use secondary sources to research the characteristics of animals that belong to a group. • Use information about the characteristics of an unknown animal or plant to assign it to a group. • Classify plants and animals, presenting this in a range of ways e.g. Venn diagrams, Carroll diagrams and keys. • Create an imaginary animal which has features from one or more groups.

<p style="text-align: center;"><u>How can the learning be applied?</u></p> <p>Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot.</p> <p>Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.</p> <p>Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.</p>
