

Science Theme Week

Title: Nature Week

Year: 6

| Teaching Ideas | Subject | National Curriculum Objectives |
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| <p>Pupils should build on their learning about grouping living things 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.</p> <p>Pupils should then focus on work with micro-organisms. Pupils should be able to classify different types of micro-organism including using and creating keys.</p> <p>Pupils could carry out a range of scientific experiments with micro-organisms, for example:</p> <ul style="list-style-type: none"> • Glitter experiment (showing how bacteria and germs can live on our hands and be spread from person to person) • Yeast experiment – (showing the best conditions for micro-organisms to grow. Place yeast in 4 clean, plastic bottles, one with water, one with water and sugar, one with sugar, and a control with only yeast. Place balloons over each and observe changes, including amount of gas produced OR experiment with different temperatures of water with sugar in each) <p>Pupils should learn about the work of significant scientists in the field of micro-organisms, e.g. Louis Pasteur.</p> | <p>Living Things and Their Habitats</p> <p>Literacy links: Biographies (Or additional Y5 unit on Information texts-writing scientific reports)</p> | <ul style="list-style-type: none"> • To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • To be able to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. • To be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • To be able to use test results to make predictions to set up further comparative and fair tests. • To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results in oral and written forms • To identify scientific evidence that has been used to support or refute ideas or arguments • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms |

WHOLE SCHOOL OUTCOME:

Class presentations with Years 1/2/3 and 4/5/6. Choice of presentation style
Possible links with garden centres, animal companies / zoo lab / animal antics