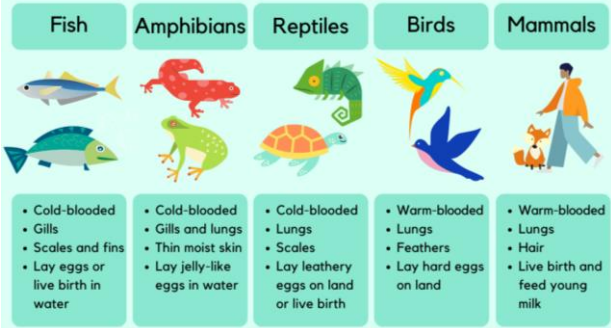
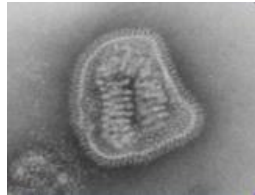
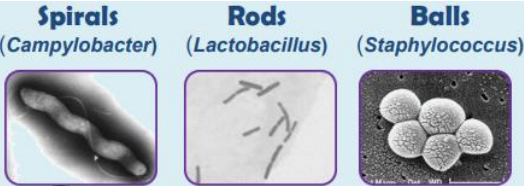
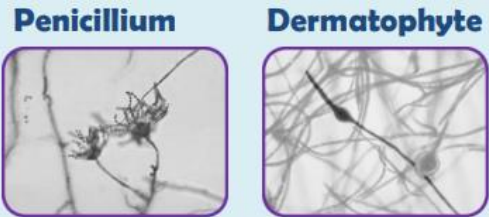


Year 6: Science Living Things & Their Habitats Knowledge Mat

Subject Specific Vocabulary		Vertebrates	Important knowledge
classify	To arrange items into different categories.	<div><div>Fish</div><div>Amphibians</div><div>Reptiles</div><div>Birds</div><div>Mammals</div></div>  <div><div><ul style="list-style-type: none">• Cold-blooded• Gills• Scales and fins• Lay eggs or live birth in water</div><div><ul style="list-style-type: none">• Cold-blooded• Gills and lungs• Thin moist skin• Lay jelly-like eggs in water</div><div><ul style="list-style-type: none">• Cold-blooded• Lungs• Scales• Lay leathery eggs on land or live birth</div><div><ul style="list-style-type: none">• Warm-blooded• Lungs• Feathers• Lay hard eggs on land</div><div><ul style="list-style-type: none">• Warm-blooded• Lungs• Hair• Live birth and feed young milk</div></div>	<div><input type="checkbox"/> I can classify plants, animals and micro-organisms into broad groups according to observable characteristics.</div> <div><input type="checkbox"/> I can give reasons for classifying plants and animals based on observable characteristics.</div> <div><input type="checkbox"/> I can identify observable characteristics in living things.</div> <div><input type="checkbox"/> I can classify vertebrates and invertebrates into subcategories.</div>
observable characteristic	A feature that can be seen.		
microbe/ micro-organism	A living thing that is so small you need a microscope to see it.		
bacterium (s) bacteria (pl)	A single-cell micro-organism. Some can make us ill.	Micro-organisms	
virus (s) viruses (pl)	An infection or disease can be caused by a virus.	 <div>Influenza virus</div>	<div><input type="checkbox"/> I can ask a testable question which includes the change and measure variables.</div> <div><input type="checkbox"/> I can describe how the evidence I have collected supports or refutes my idea.</div> <div><input type="checkbox"/> I can make a prediction and explain my reasons using scientific knowledge.</div> <div><input type="checkbox"/> I can use more than one piece of evidence when forming a conclusion.</div> <div><input type="checkbox"/> I can describe how to improve planning to produce better results.</div> <div><input type="checkbox"/> I can suggest reasons for anomalies.</div> <div><input type="checkbox"/> I can select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.</div>
fungus (s) fungi (pl)	The largest of micro-organisms, they produce spores and feed on organic matter.	<div>The three shapes of bacteria</div> <div><div>Spirals (<i>Campylobacter</i>)</div><div>Rods (<i>Lactobacillus</i>)</div><div>Balls (<i>Staphylococcus</i>)</div></div> 	
vertebrate	An animal with a spine or backbone (mammals, reptiles, fish, amphibians, birds)	<div>Fungi are the largest</div> <div><div>Penicillium</div><div>Dermatophyte</div></div> 	
invertebrate	An animal without a spine or backbone.		
support	Suggest the truth of. Your evidence might support your prediction.		
refute	Prove something to be wrong. Your evidence might refute your prediction.		