



### Lesson Sequence



1. Classify living things



2. Understand the Kingdoms of Life



3. Classify living things using the Linnaean system



4. Identify the characteristics of different types of microorganisms



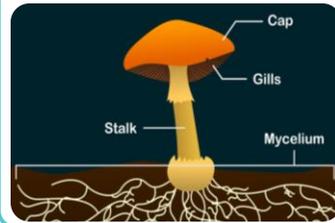
5. Investigate asexual reproduction through spore dispersal



6. Classify and describe a living organism

### Fungi

Fungi gain energy from dead matter.

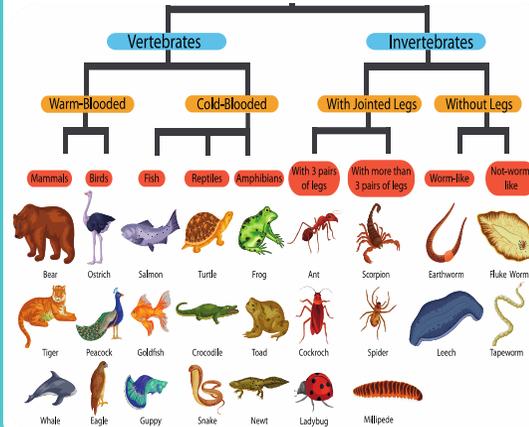


### MRS GREN

**M** Movement  
**R** Respiration  
**S** Sensitivity  
**G** Growth  
**R** Reproduce  
**E** Excretion  
**N** Nutrition

### Classification of Animals

#### Classification



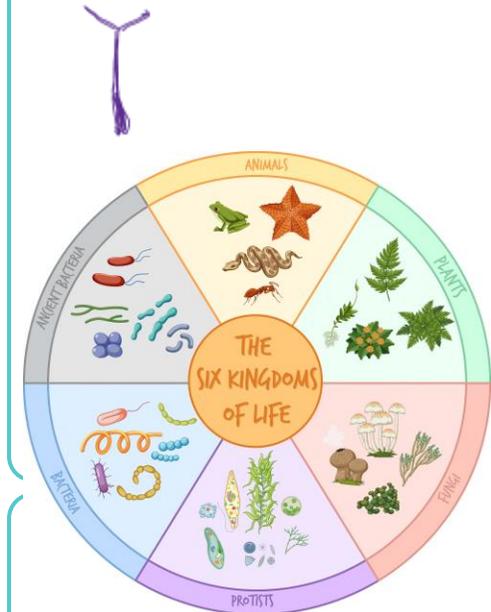
### Carl Linnaeus

Carl Linnaeus created a system of classification, which ranks living things into groups in order to name their species.

DOMAIN	Eukarya
KINGDOM	Animalia
PHYLUM	Chordata
CLASS	Mammalia
ORDER	Primates
FAMILY	Hominidae
GENUS	Homo
SPECIES	Homo sapiens



### Six Kingdoms of Life

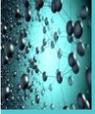


cheese, wine and yeast are all **helpful bacteria**.

Mould, food poisoning and athletes foot are **harmful bacteria**.



## Rocket Words

	classification	The arrangement of animals and plants in groups according to their observed similarities.
	microorganism	A tiny, microscopic organism such as bacteria, virus or fungus.
	habitat	A place where living organisms live.
	living organism	Something that can move, use energy and reproduce.
	species	The smallest class of organisms.
	microscopic	A microscopic organism, too small to see with the naked eye.
	ecosystem	A group of living organisms that live and interact with each other in a specific environment.
	kingdom	A category grouping together all forms of life, having certain characteristics in common.
	Linnaean System	A diverse kingdom which include mushrooms and brewer's yeasts.
	cell	The smallest structural and functional unit of an organism.

### What I already know:

Year 4

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group
- Identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

### What I will learn now:

Year 6

- 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

### What I will learn next:

KS3

- Describe ways species compete for resources
- Describe what is meant by interdependence and mutualism
- Explain how they show the flow of energy in an ecosystem



# Knowledge Organiser: Living Things and their Habitats

Before & After Test



Complete the words which fit in the acronym MRS GREN.

<b>M</b> _____	<b>G</b> _____
<b>R</b> _____	<b>R</b> _____
<b>S</b> _____	<b>E</b> _____
	<b>N</b> _____

Tick the pictures depicting helpful bacteria.

	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

Draw lines to match the living organisms to classify them into Kingdoms.

	Fish		Slime Mould	<input type="button" value="Animal"/>
	Dafodil		Water at Yellowstone	<input type="button" value="Plant"/>
	Mushroom		Fox	<input type="button" value="Fungi"/>
	Microscopic cells			<input type="button" value="Protista"/>
				<input type="button" value="Bacteria"/>
				<input type="button" value="Ancient Bacteria"/>

Andy says, "A tree is not alive because it cannot breathe or move on its own."  
Is Andy correct? Explain your thoughts.

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