

Examine the leaves.

**What can you see?**

**Can you sort them into groups?  
What heading would each group have?**

**Could you sort them a different way?  
What heading would each group have?**

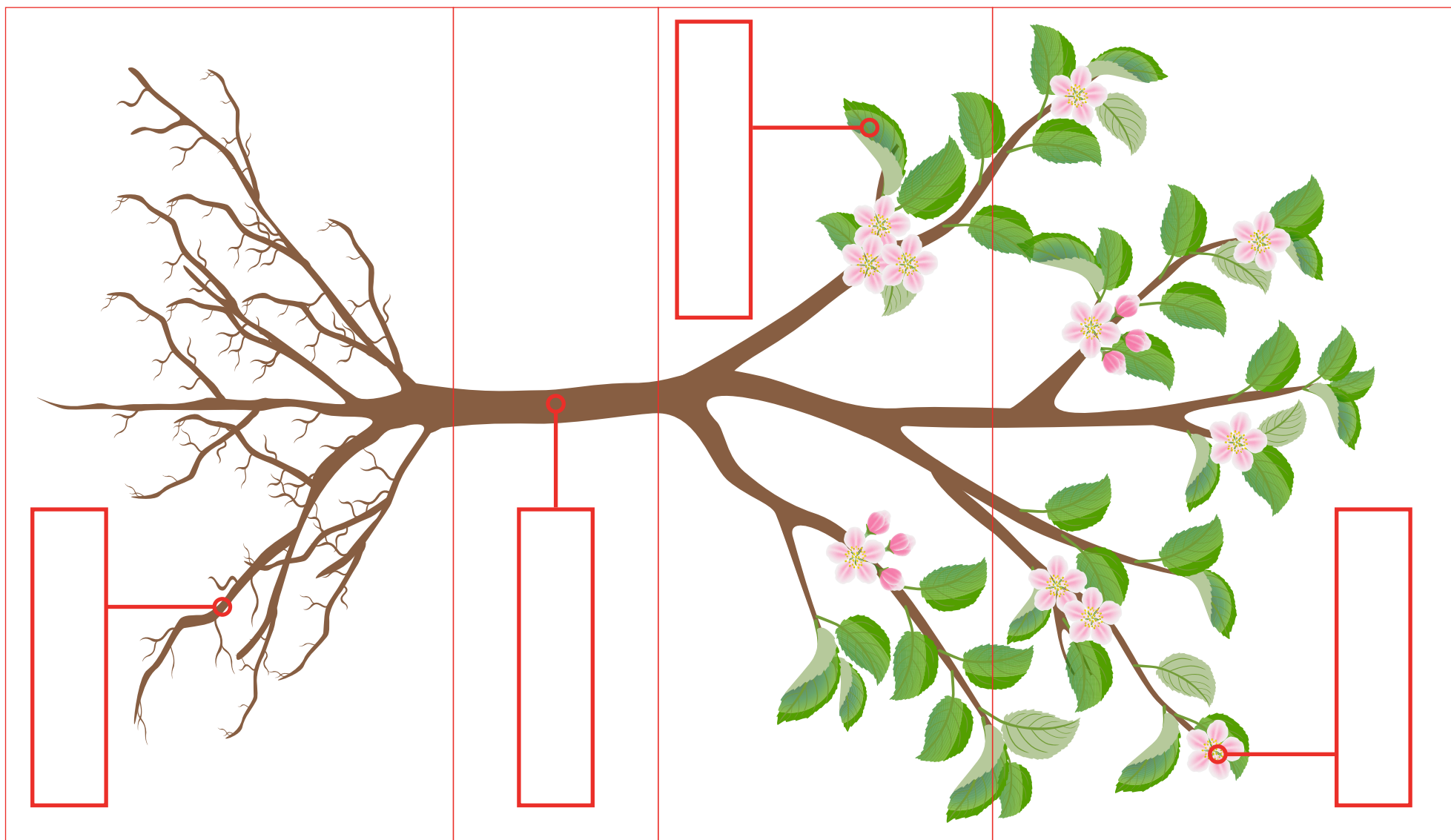
Look at the cards.

**Can you name each plant part?**

**Sort the cards into parts that all plants have and parts that some plants have.**

**Describe the strangest plant you have heard of.  
Why is it strange?**

YEAR 6  
CLASSIFYING PLANTS AND ANIMALS:  
**02 – PARTS OF PLANTS**



Examine the cards.

**Can you sort the animals into groups?**

**What heading would each group have?**













**Can you sort them a different way?**  
**What heading would each group have?**



YEAR 6  
CLASSIFYING PLANTS AND ANIMALS:  
**03 – VERTEBRATES**

				
SARDINE	MARSH FROG	CROCODILE	PARROT	BAT
				
SHARK	AXOLOTL	BEARDED DRAGON	PTARMIGAN	DOLPHIN
				
LEATHERJACKET	SALAMANDER	DINOSAUR	FROGMOUTH	DOG

YEAR 6  
CLASSIFYING PLANTS AND ANIMALS:  
**03 – VERTEBRATES**

				
WHITING	RIVER FROG	SNAKE	KINGFISHER	BROWN BEAR
				
TUNA	TREE FROG	TURTLE	IBIS	BILBY
				
SEAHORSE	WATER-HOLDING FROG	CHAMELEON	HUMMINGBIRD	PLATYPUS

Observe the cards.

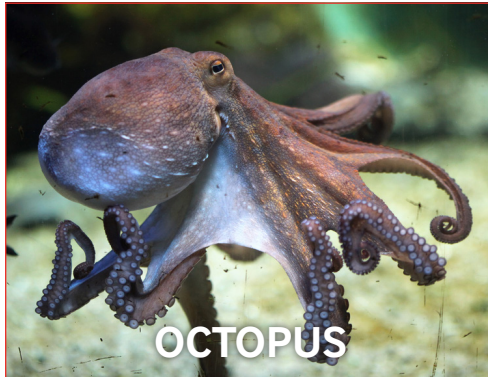
**What is the name for this set of animals?**

**How are they the same?  
How are they different?**

**Can you sort them into groups?  
What heading would each group have?**

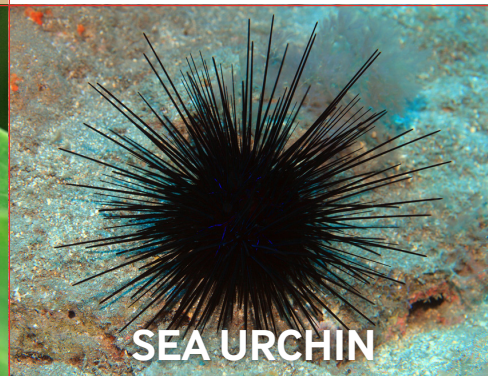
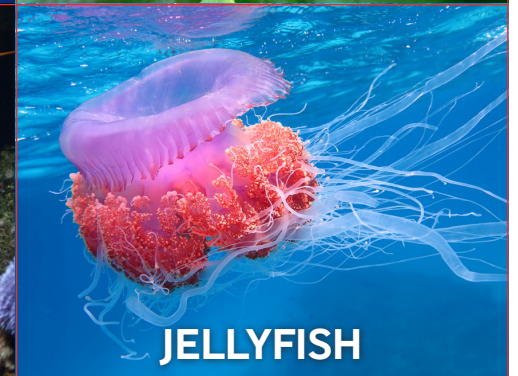
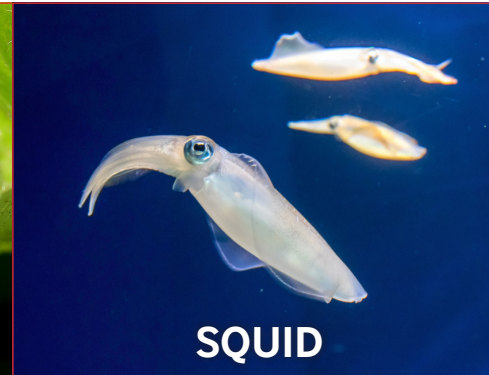


YEAR 6  
CLASSIFYING PLANTS AND ANIMALS:  
**04 – MINIBEASTS**





YEAR 6  
CLASSIFYING PLANTS AND ANIMALS:  
**04 – MINIBEASTS**



Look closely at the pictures.

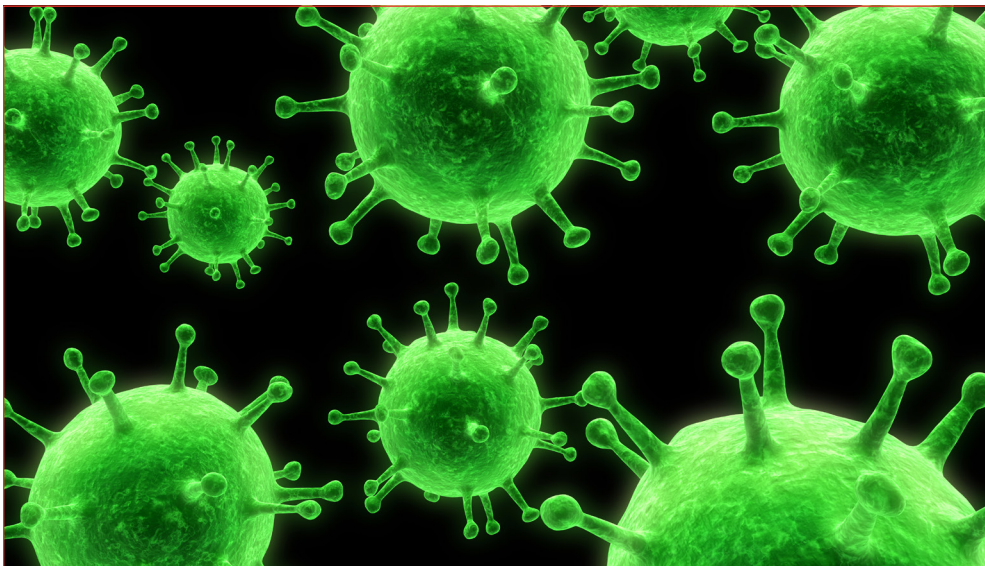
**What do these pictures show?**

**Where would you find them?**

**How are they different and  
how are they the same?**



YEAR 6  
CLASSIFYING PLANTS AND ANIMALS:  
**05 – MICROORGANISMS**



Look at the picture.

**Describe this insect.**

**Can you use the identification key to name it?**

**Explain why it isn't a spider.**



YEAR 6  
CLASSIFYING PLANTS AND ANIMALS:  
**06 – IDENTIFICATION KEY**

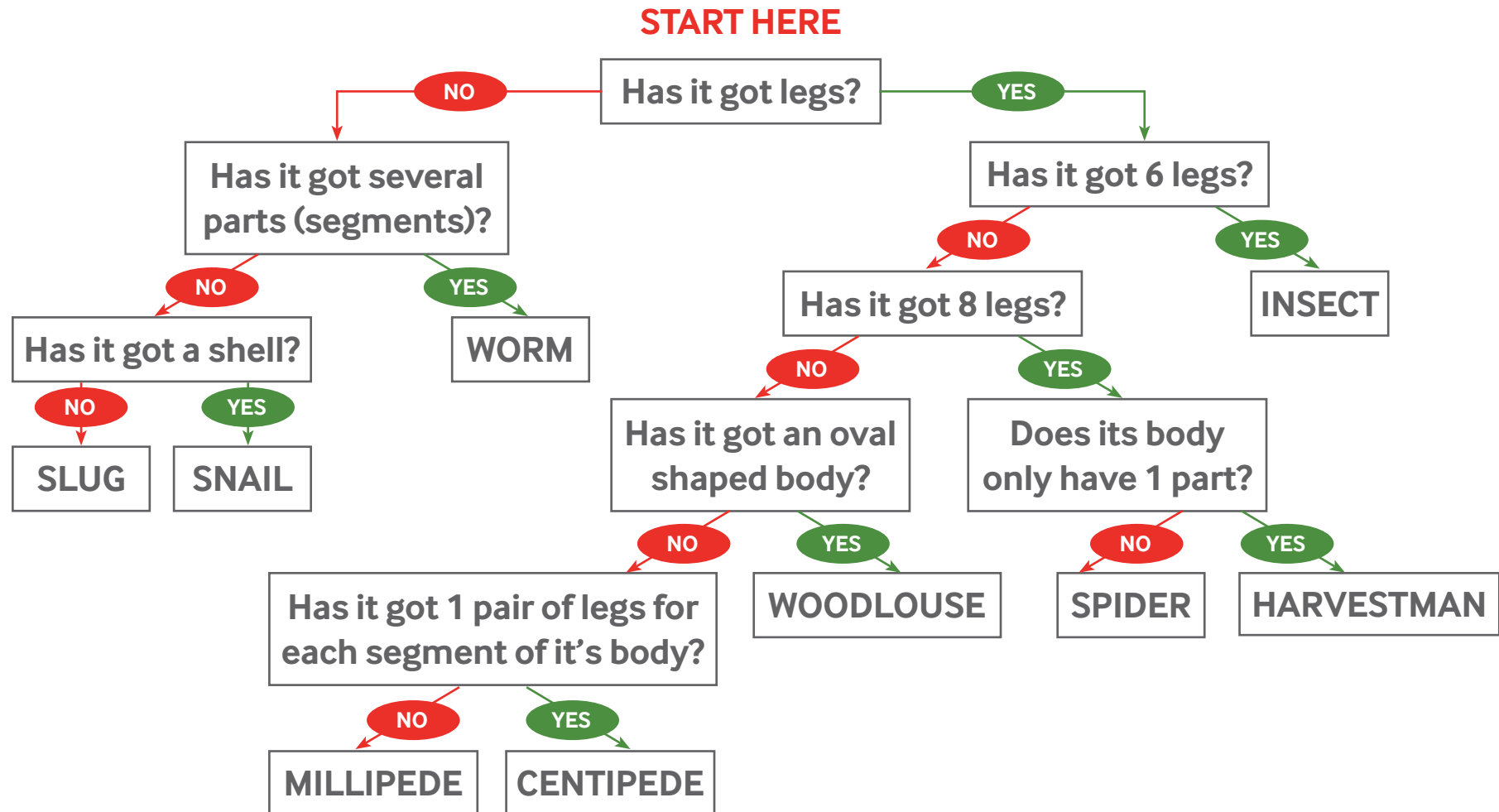


YEAR 6

CLASSIFYING PLANTS AND ANIMALS:

## 06 – IDENTIFICATION KEY

# INVERTEBRATE KEY



Draw a picture.

**What does our heart look like?**  
**How big is it?**

**What does it do?**

**Why might it not work properly?**  
**Think of as many reasons as possible.**

Observe the blood.

**What can you see?**

**What does our blood do?**

**Can you name any blood components  
and describe what they do?**

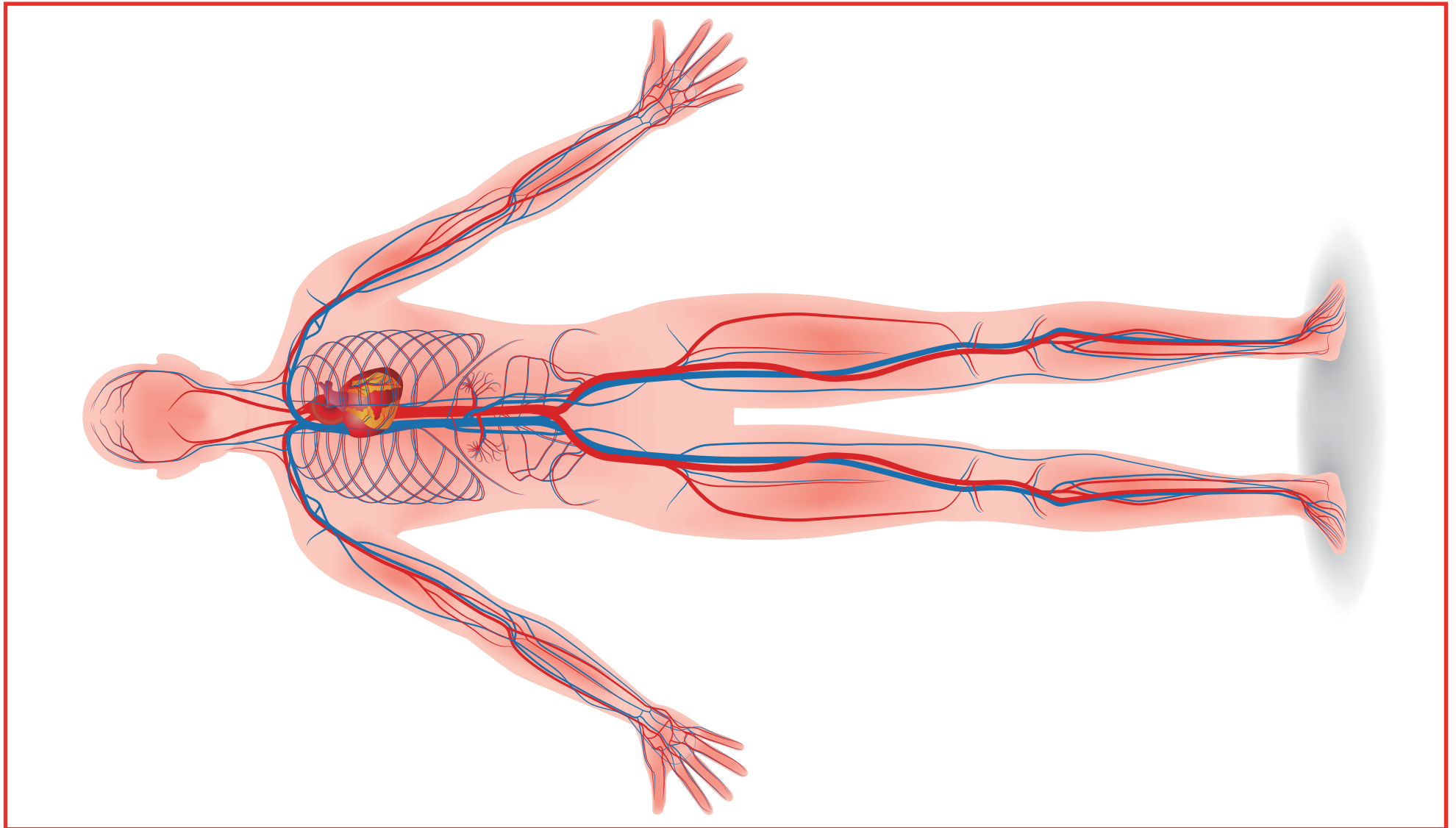
Look carefully at the picture.

**What does it show?**

**Can you name any parts?**

**Can you explain what the  
red and blue represent?**

YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**03 – CIRCULATORY SYSTEM**



Look carefully at the pictures.

**Can you sort them into healthy and unhealthy?**

**What words can you use to describe the appearance of an unhealthy person? What words can you use to describe the appearance of a healthy person?**

**How could an unhealthy person become healthy?**



YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**





YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**

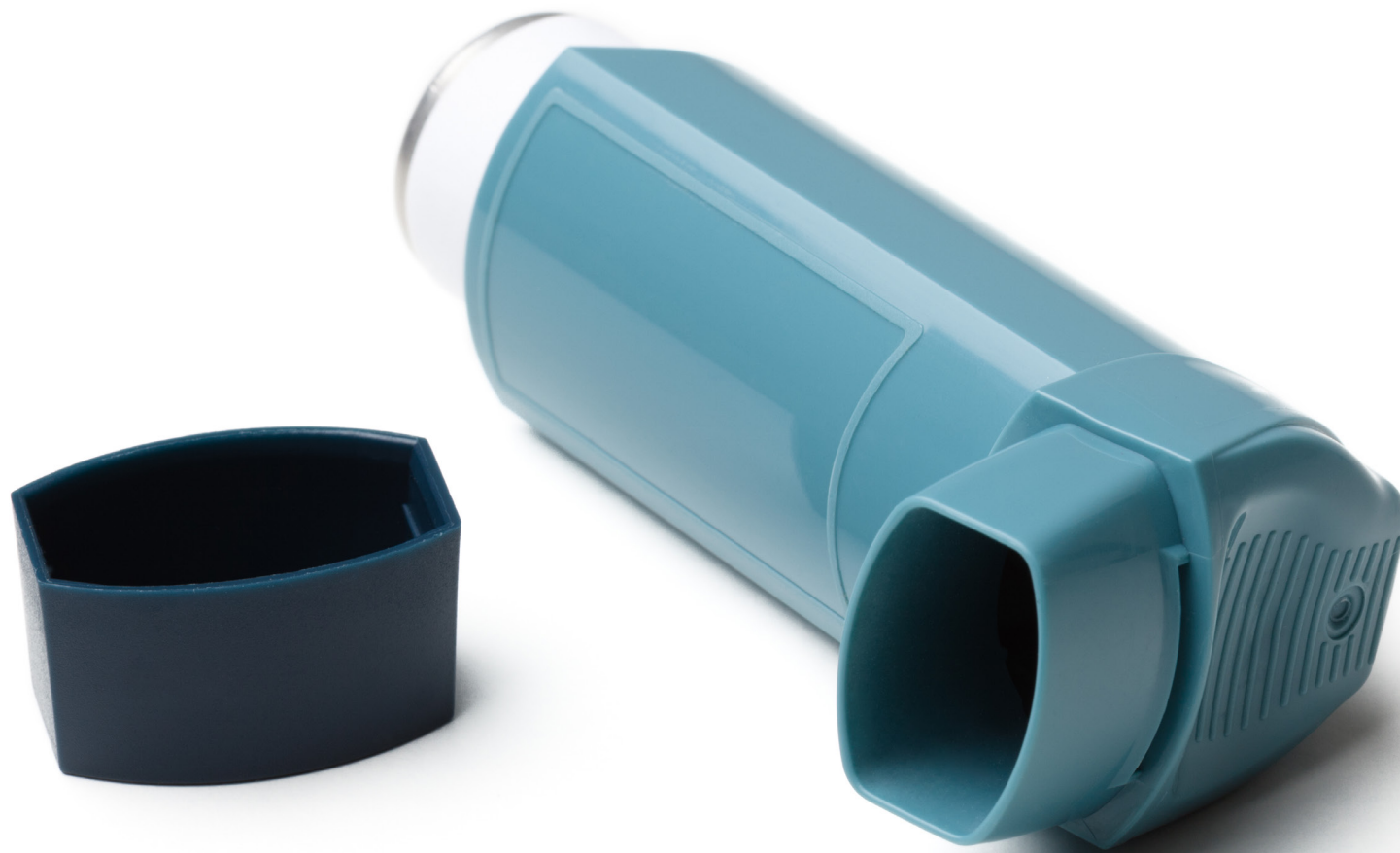




YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**



YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**





YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**





YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**





YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**



YEAR 6  
CIRCULATORY SYSTEM AND HEALTH:  
**04 – HEALTH**





Examine the foods.

**Can you sort the food into groups?**

**What headings should be put on the groups?**

**Can you sort the foods another way?**

**What would the headings be?**

**How many different ways can you sort these foods?**



**What are drugs?**

**Can you name four?**

**How do they affect your body?**

Examine the samples.

**What can you see?**

**How were these created?**

**Why are they useful to us?**

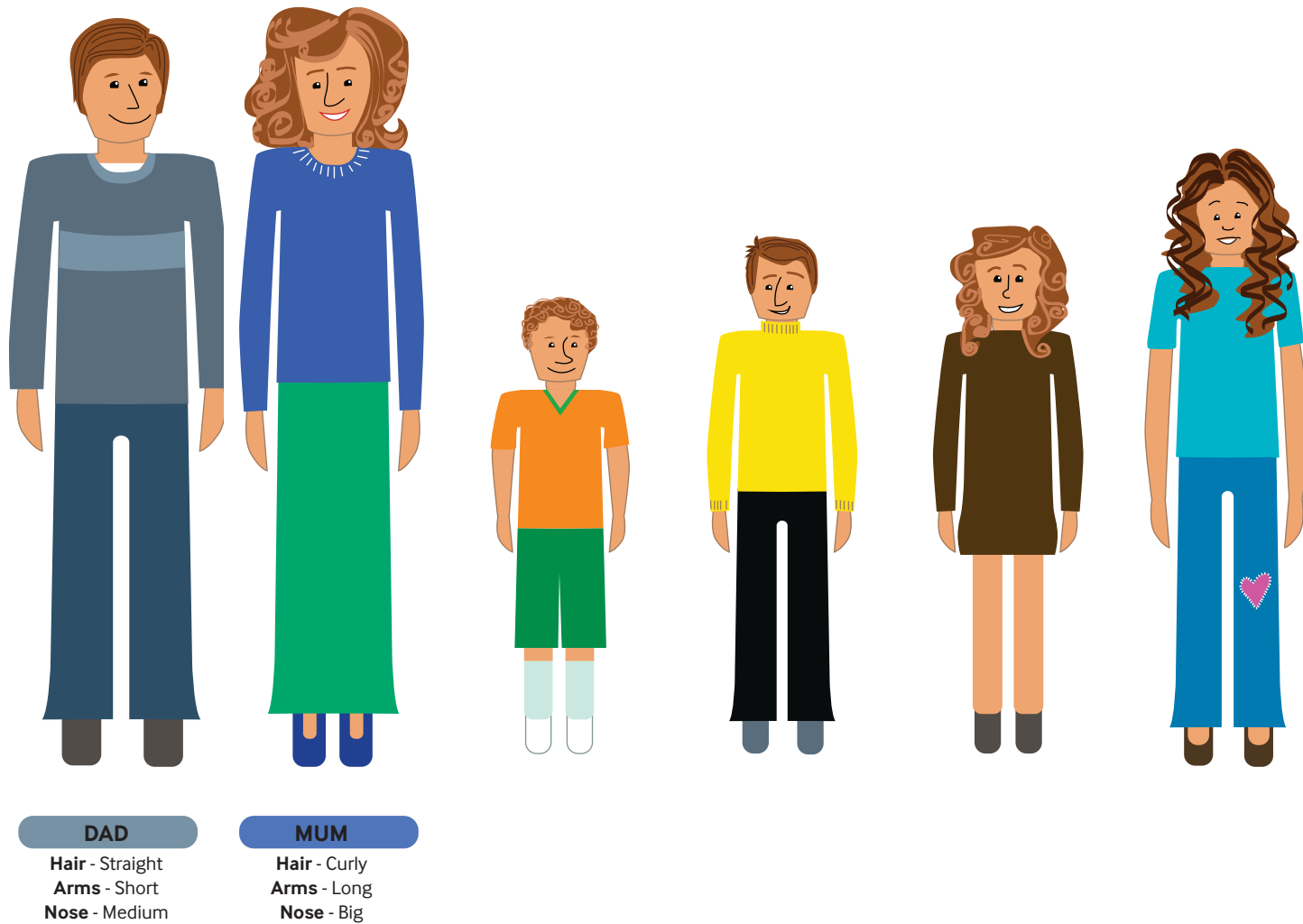
Look at the pictures of mother and father.

**How are they the same? How are they different?**

**Which child would they be most likely to produce? Why?**

**How might the child be different from their parents?**

YEAR 6  
EVOLUTION AND INHERITANCE:  
**02 – OFFSPRING**



Examine the cards.

**Can you match each animal and habitat?**

**Could it live somewhere else?**

**Why is the animal suited to this environment?**



YEAR 6  
EVOLUTION AND INHERITANCE:  
**03 – HABITATS**





YEAR 6  
EVOLUTION AND INHERITANCE:  
**03 – HABITATS**





YEAR 6  
EVOLUTION AND INHERITANCE:  
**03 – HABITATS**





YEAR 6  
EVOLUTION AND INHERITANCE:  
**03 – HABITATS**



Observe the plants.

**Can you name the plants?**

**How are they the same?  
How are they different?**

**Why does a cactus have spines?**

Look closely at the pictures.

**Can you describe the animals?**

**How are they different and  
how are they the same?**

**Why is a penguin shaped like that?**



YEAR 6  
EVOLUTION AND INHERITANCE:  
**05 – ANIMAL ADAPTATIONS**



**EMPEROR PENGUIN**



**MAGPIE**



Look at the picture.

**How many moths do you see?**

**Why is one moth harder to see?**

**What might happen to the light moth?  
What might happen to the dark moth?**



YEAR 6  
EVOLUTION AND INHERITANCE:  
**06 – PEPPERED MOTHS**





Look at the circuit.

**What components can you name?**

**What is the function of each component?**

**What would happen if the cell was missing?**  
**What would happen if the bulb was missing?**



Look at the circuit.

**How could you change the circuit?**

**What effect would this have?**

**Can you think of another way to change the circuit?**

**What effect would this have?**

Look at the circuit.

**How could you make the bulb brighter?**

**Can you think of more than one way?**

**How could you measure the  
brightness of a bulb?**

Look carefully at the cells.

**What is the same about these cells?**

**What is different?**

**How would this affect the circuit?**



Look carefully at the symbols and components.








**Can you match each symbol to the correct circuit component?**

**Use the symbols to draw the circuit on the table.**

**How should these be joined?**








YEAR 6  
ELECTRICITY – CHANGING CIRCUITS:  
**05 – SYMBOLS**

# TEACHER REFERENCE

	CELL
	WIRE
	BULB
	BUZZER
	MOTOR
	SWITCH – OFF
	SWITCH – ON

YEAR 6  
ELECTRICITY – CHANGING CIRCUITS:  
**05 – SYMBOLS**

# ELECTRICITY



**Can you write three rules for using  
mains electricity safely?**

**Which parts of this circuit  
could be dangerous?**

**Why?**

YEAR 6  
ELECTRICITY – CHANGING CIRCUITS:  
**06 – SAFETY**



**Can we see in the dark?**

**Why/why not?**

**Use the thread to show how light travels  
and lets the child see the book.**



YEAR 6  
PROPERTIES OF LIGHT:  
**01 – SIGHT**



Look through the periscope.

**What can you see?**

**How is it different from what you  
see without the periscope?**

**How does the periscope change what you see?**

Shine a torch on each material.

**Describe what happens to the light each time.**

**Can you sort them into those that are not reflective, a little reflective and very reflective?**

**Why are they different?**

Look carefully at the cards.

**Can you match the correct shadows to the objects?**

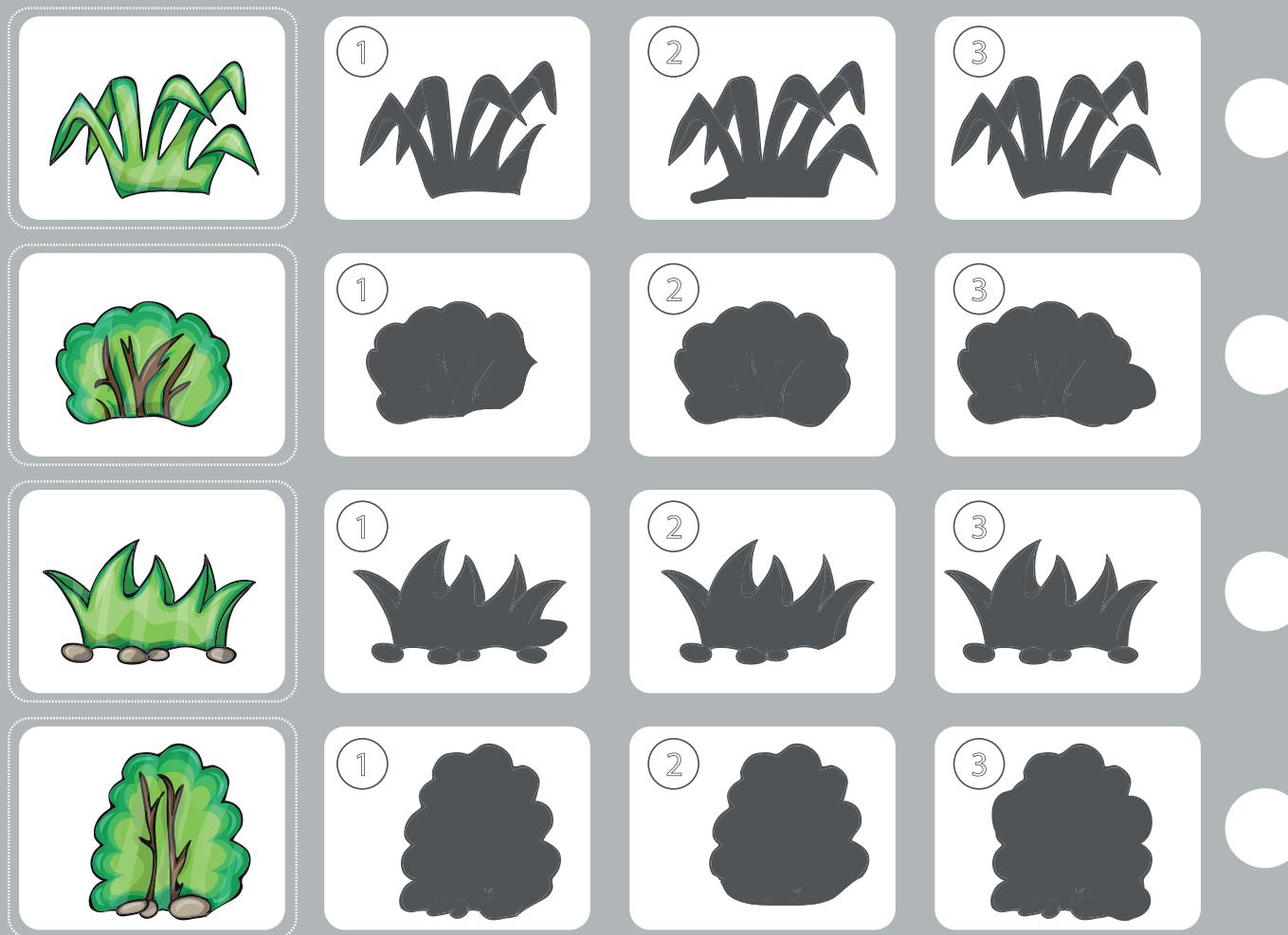
**What is the same about the shadow and the object?**

**What is different?**

**What is a shadow?**



YEAR 6  
PROPERTIES OF LIGHT:  
**04 – SHADOWS**



Make a shadow using the cardboard shape and a torch.

**What shape and colour is the shadow?**

**Can you make the shadow a different size? How?**

**Can you make the shadow a different shape?  
Why/why not?**

Add a shadow to the picture.

**Where would the shadow be?**

**What shape and colour would it be?**

**Why?**

YEAR 6  
PROPERTIES OF LIGHT:  
**06 – ADDING SHADOWS**

