

# Home Learning Pack



Year 6

Name.....

# Home Learning Packs

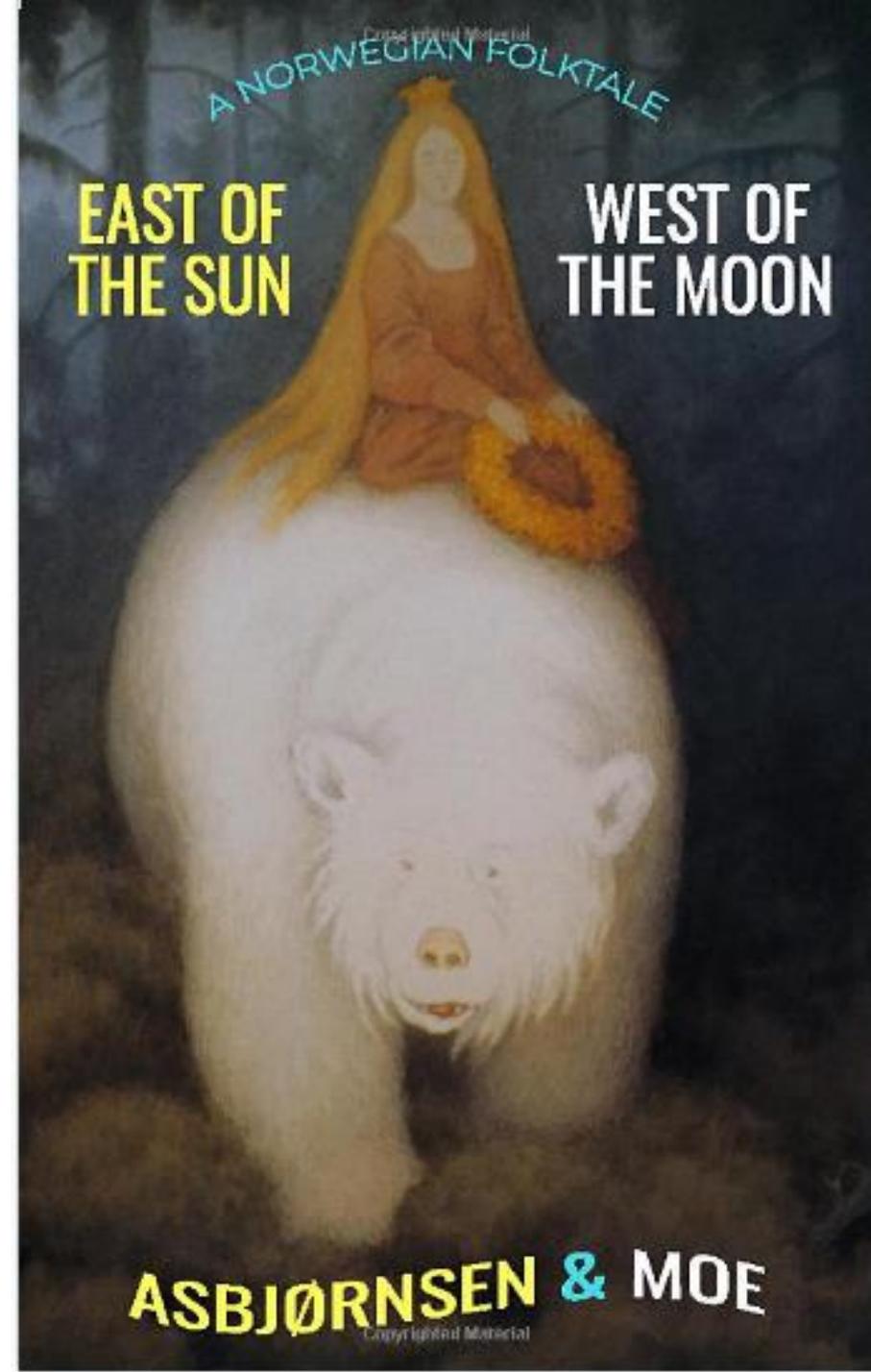
- English – Read through the Powerpoint and complete work in book.
  - Maths – Work is set on purplemash/mathletics
  - Reading – Set on Scholastic/purplemash
  - Topic, RE, Science – Read through Powerpoint and complete work in book.
- 
- Additional work is set on purplemash and you can still follow the lessons set on Bitesize.

	<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Break</u>	<u>Session 4</u>			<u>Session 5</u>		
Start Time	8.45-9.20	9.20-10.20	10.20-11.00	11.00-11.15	11.20-12.20			1.00-2.30		
Monday	PSHE Loss	Sport 9.20 – 10.20 MUGA	English To be able to infer.		Maths <small>Lesson 5: Solving Problems Involving Angles in Triangles and Quadrilaterals</small>	Lunch 12.20 Outside (MUGA) 1.00 Inside	Collective Worship	RE The people of God-the old Testament	Collection 2.30pm	
Tuesday	PSHE Worries	English To be able to use figurative language.	Reading		Laptops Topic		Collective Worship	Topic/Art		
Wednesday	PSHE Rise Above	English To write in first person.	Reading		Maths Lesson 6: Naming Parts of a Circle					
Thursday	Collective Worship	Reading	Dance 10.30 – 11.15 Main Hall		Break 11.15- 11.30		Maths Lesson 7: Solving Problems Involving Angles in a Circle	Laptops Computing		
Friday	Collective Worship	English To be to explain the authors choice of vocabulary.	Reading		Fitness 11.20 – 12.00 North Playground		Science LI -To give reasons based on common characteristics.			

# Monday

## To be able to infer.

- What do you think this story will be about? (Why?)
- What can we learn from the front cover?
- What type of story do you think this will be?
- Where do you think this story will be set?



# What can we learn from the blurb?

- Did your predictions differ from your predictions based on the front cover?
- What type of story do you think this will be?
- Where do you think this story will be set?

*"A great White Bear waits outside.  
He has faithfully promised to make us all rich  
if he can but have our youngest daughter."*

Often called the Scandinavian *Beauty and the Beast*, this Norwegian folktale follows the journey of the youngest daughter of an impoverished woodsman, who—for the sake of her poor but large family—agrees to leave everything she has ever known and accompany a White Bear to his mountain castle.

After discovering the White Bear's true identity, she seeks to rescue him from a forced marriage to a troll Princess. Her search leads her to the homes of the Four Winds, who may be her only hope in locating where her beloved now resides, in a castle which lies *East of the Sun and West of the Moon...*

**Blackdown**  
PUBLICATIONS



# What can we learn from the opening?

## Chapter One

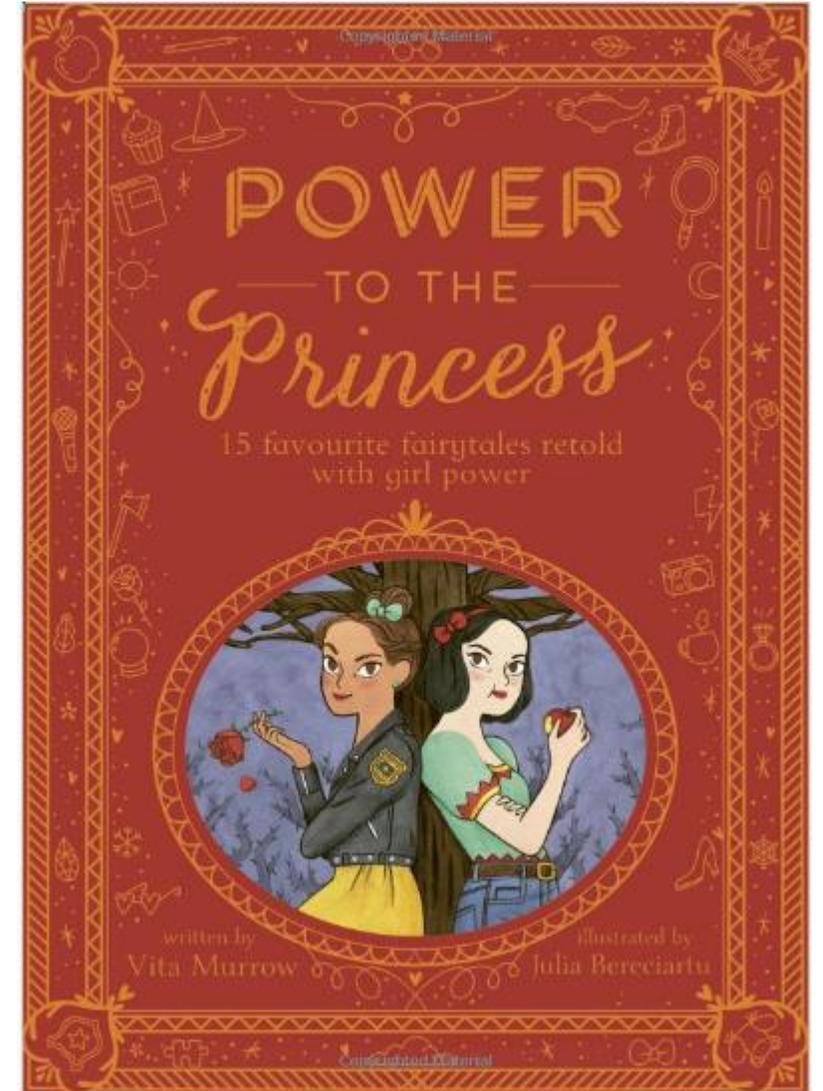
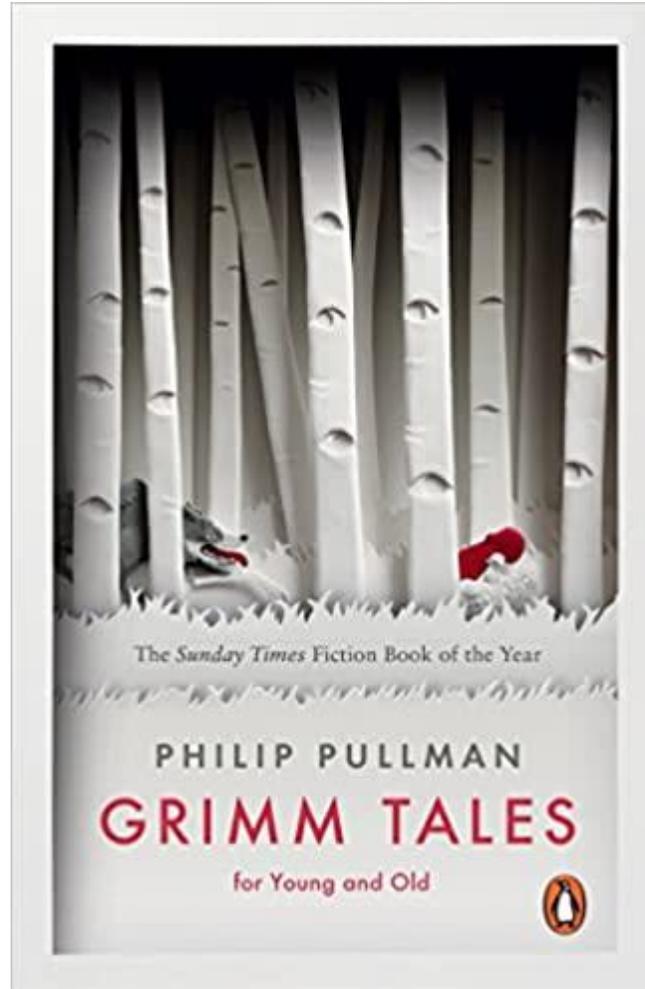
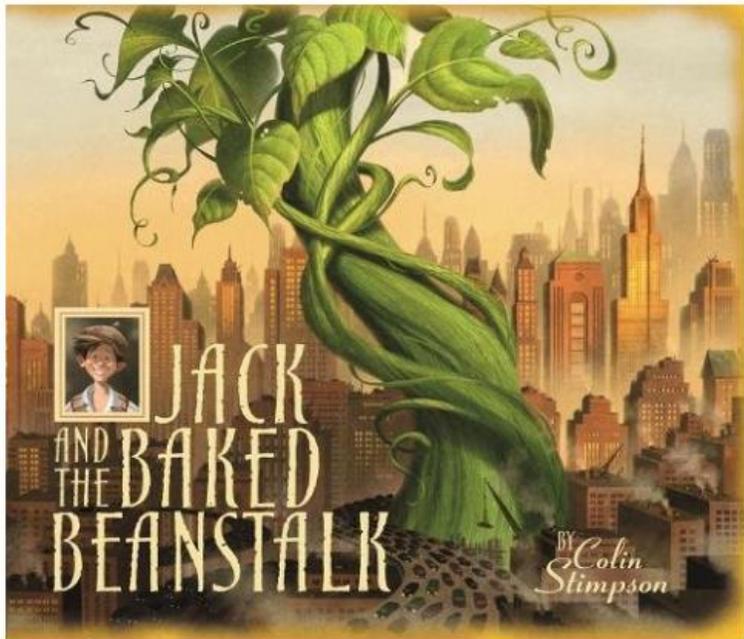
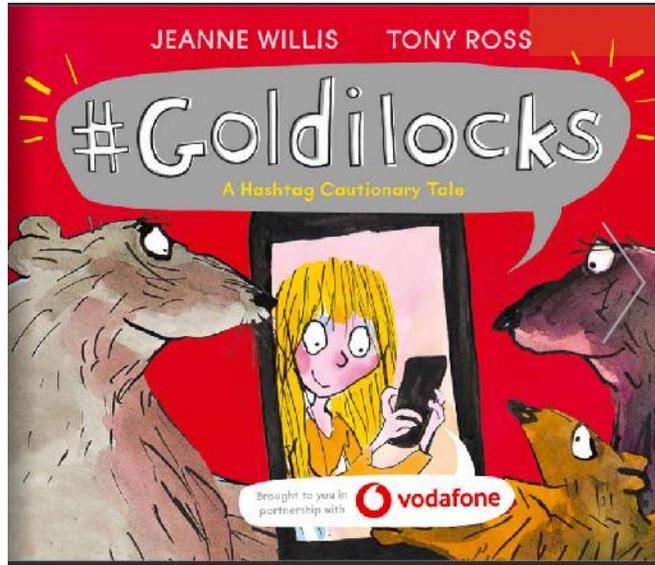
### *An Unexpected Visitor*

Once upon a time, a woodsman lived in a cottage in the woods with his wife and their children. Though he loved his craft, and was a gifted carpenter, he was poor and had little to give his children in the way of either food or clothing.

All of the daughters blessed upon him and wife were pretty, but the prettiest of all was their youngest daughter, whose beauty knew no bounds. Tales of her beauty journeyed far and wide and so it was, late on an autumnal Thor's eve, that a visitor came to their cottage in search of her.

The night was terribly dark, wild weather beat against their humble cottage, raining so heavily and blowing so hard that it was enough to make the cottage walls shake. They were all seated by their meagre fire, each busy with some task of

How does the opening of this story differ from other fairy tales?



# Comparing Openers

There was a girl  
with golden hair  
who used her mobile  
phone to share  
her photos and  
her videos;  
no harm in that,  
you might suppose

In the olden days, when wishing still worked, there lived a king whose daughters were all beautiful; but the youngest daughter was so lovely that even the sun, who has seen many things, was struck with wonder every time he shone on her face. Not far away from the king's palace there was a deep dark forest, and under a lime tree in the forest there was a well. In the heat of the day the princess used to go into the forest and sit by the edge of the well, from which a marvellous coolness seemed to flow.

To pass the time she had a golden ball, which she used to throw up in the air and catch. It was her favourite game. Now one day it happened that she threw it a little carelessly, and she couldn't catch it. Instead the ball rolled away from her and towards the well, and then it ran right over the edge and disappeared.

The princess ran after it, and looked down into the water; but it was so deep that she couldn't see the ball. She couldn't even see the bottom of the well.

She began to cry, and she cried louder and louder, inconsolably. But as she wept and sobbed, someone spoke to her. 'What's the matter, princess? You're crying so bitterly, you'd move a stone to pity.'

She looked round to see where the voice was coming from, and saw a frog who'd stuck his big ugly head out of the water.

ONE

## THE FROG KING, OR IRON HEINRICH



## Belle the Brave

Once upon a time, in a sunny French province, there lived a girl called Belle. Belle the Brave to be precise, because Belle was fearless.

What is fearless? Fearless is breathing deeply when you must get a vaccination at the doctor's. Fearless is walking proudly through a tangle of spider webs. Fearless is jumping from high rocks into cold water. And in Belle's case, fearless meant venturing into a scary forest, when no one else would even consider it. (The place was called the Forbidden Forest, after all.)

It all started one bright and cheery day, when Belle's father had to go on a trip. Each of his daughters had a special request.

"Can you bring me back a set of paper and paints?" asked one.

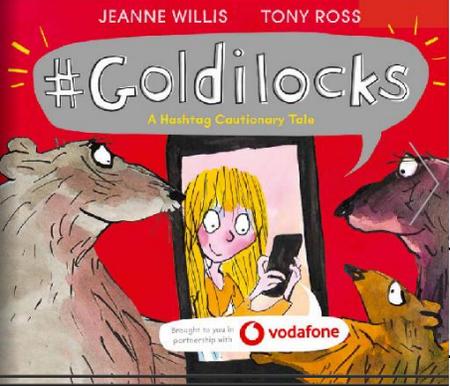
"Winter is coming. I'll have a warm hat if you spot one," asked the other.

"Belle, what can I bring you?" her father asked. But Belle was busy, studying her map of the Forbidden Forest.

"Oh, you know me, nothing special. Maybe a flower?"

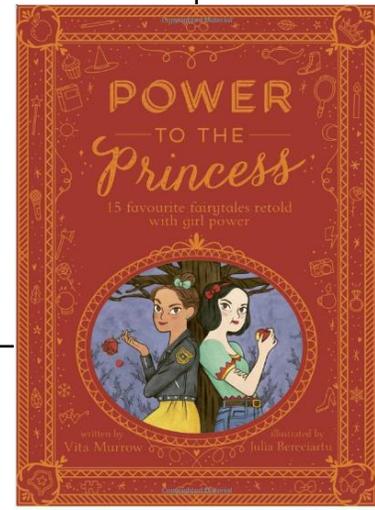
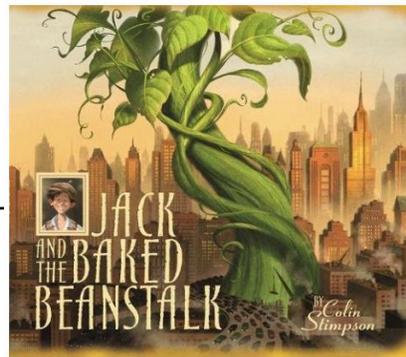
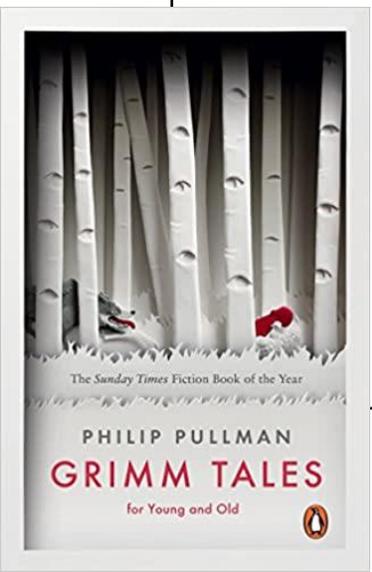
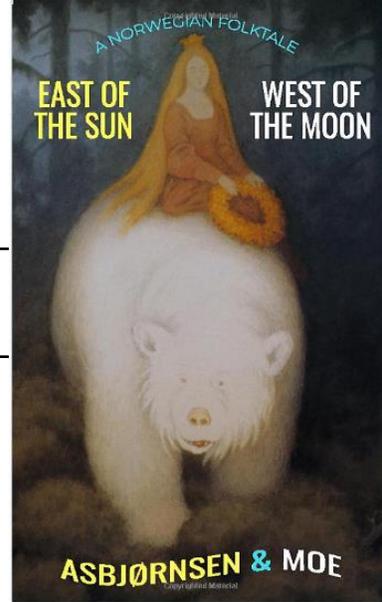
The sisters happily waved their father on his way. But after a few days passed, and their father hadn't returned, they began to worry. Days turned to a week, and finally Belle realised she alone would need to go in search of him, alone. For among her sisters, she was the best tree climber, cobweb walker and rocky-ledge jumper. Plus, she had been working on her Forbidden Forest map and this was just

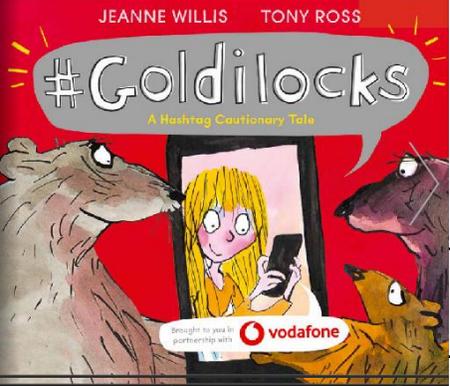




Similarities

Differences



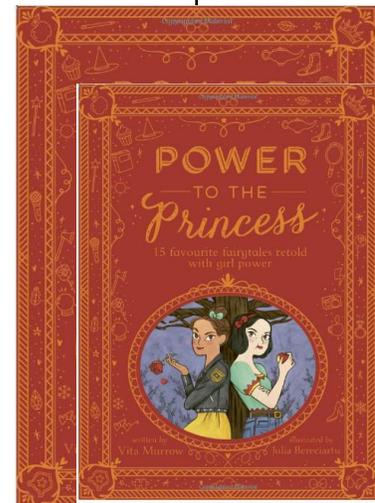
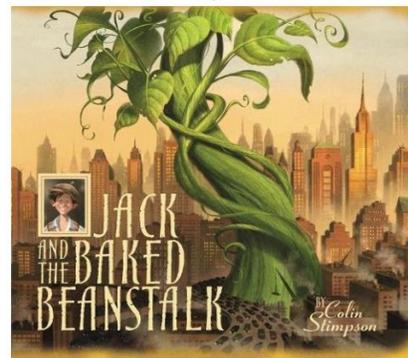
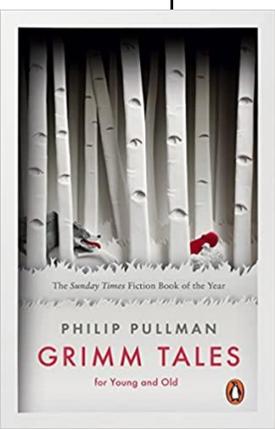


## Similarities

## Differences

- Both female main character in Goldilocks and East of the Sun West of the Moon have Blonde hair.
- All stories seem to have a happy ending.
- Once upon a time is used frequently.

- Females are the main character in most of the stories but not all.
- Not all main characters are poor.
- They are all set in different places.



# Traditional Fairy Tale Openers

- Once upon a time...
- Far, far away in a magical land...
- Far, far away in a enchanted forest...
- One day...

## Traditional Fairy Tales

**Definition:**  
A story about fairies and magic. Usually told through many generations.

**Key Features:**

- Often begin with 'Once upon a time...!'
- Love and magic are common themes.
- Talking animals.
- Princes and princesses.
- Ending is usually '...happily ever after.'

**Key Words:**

- enchanted
- three wishes
- castle
- evil
- wicked
- unknown
- brave
- in love
- beautiful
- spell

**Settings:**

- magical kingdom
- land far, far away
- cottage
- forest
- wood

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# Can you write your own story opener?

- What do we want to see in our writing?
  - Key language that allows the reader to know it is a fairy tale.
  - Main characters tend to be female but not always
  - Magic or magical creatures
  - A range of punctuations
  - A range of sentences (Relative clauses)
  - A range of conjunctions
  - Rhetorical Questions
  - Direct speech

# Use a **conjunction**

**While** Tom waited, the bus came.

**After** they had their dinner, they ate desert.

**Although** your menu has some healthy items, many are not good for you.

**Despite, When, Even though, Because, However, So,**

# Use an **adverb** – an **'ed'** or **'ly'**

**Astonishingly**, the bus arrived on time.

**Unfortunately**, I cannot make it to your party.

**Cautiously**, she removed the bandage.

**Sadly, Crazyly, Disappointingly, Regretfully, Steadily, Happily, Slowly, Mournfully, Graciously**

## Use a **simile** or **metaphor**

Like a mouse, he tiptoed through the house.

Brave lions, they stepped into battle

As swift as a bird, she glided through the air.

## Use a **noun** or **adjective**

**Cobwebs** spanned the corridor.

**Leaves** fell as the wind blew.

Beautiful **stars** filled the sky.

Use a feeling

Lonely, she walked the corridor.

Elated, he jumped for joy.

Jealous, she tore up his clothes.

Angry, they fought for hours

## Use a verb – an ‘ing’ clause

Giggling and laughing, they ran to school.

Waiting for the others, Jade stared up at the sky.

Devastated,  
Unhappy,  
Delighted,  
Melancholy,  
Excited,  
Sad,  
Ambivalent

# Year 6 Writing Checklist

	Example
1) Range of sentences	Simple (The man went to the shop) Compound (The man went to the shop <b>because</b> he had no milk) Complex (The man, <b>with feelings of disappointment</b> , went to the shop)
2) Inverted commas	"You're fantastic" exclaimed the teacher.
3) Punctuation	Dashes (Tap—don't go) Brackets (additional information) Ellipses (...) Question marks (What are you doing?) Rhetorical questions.
4) Literacy devices	Metaphor, Simile, Personification, Repetition, Rhyme
5) Fronted adverbial	Yesterday,
6) Range of vocabulary	Synonyms (good—fantastic)
7) Range of conjunctions	Also, as well as, although, however, whereas, as, consequently

# Tuesday

## To be able to use figurative language.

### Metaphor

She is a ray of sunshine.  
Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

### Personification

The snow speaks.  
The grass tickled my feet.  
The leaves danced on the trees.  
The husky corn spoke.

### Onomatopoeia

Crash! Splash! Boom!  
Pop! Bam! Snap!  
Honk! Buzz! Drip!  
Swish! Ring! Crackle!

### Alliteration

Evil eagles eat eels.  
Dreary, dismal darkness.  
Pretty purple purses.  
Adjectives and adverbs.

### Simile

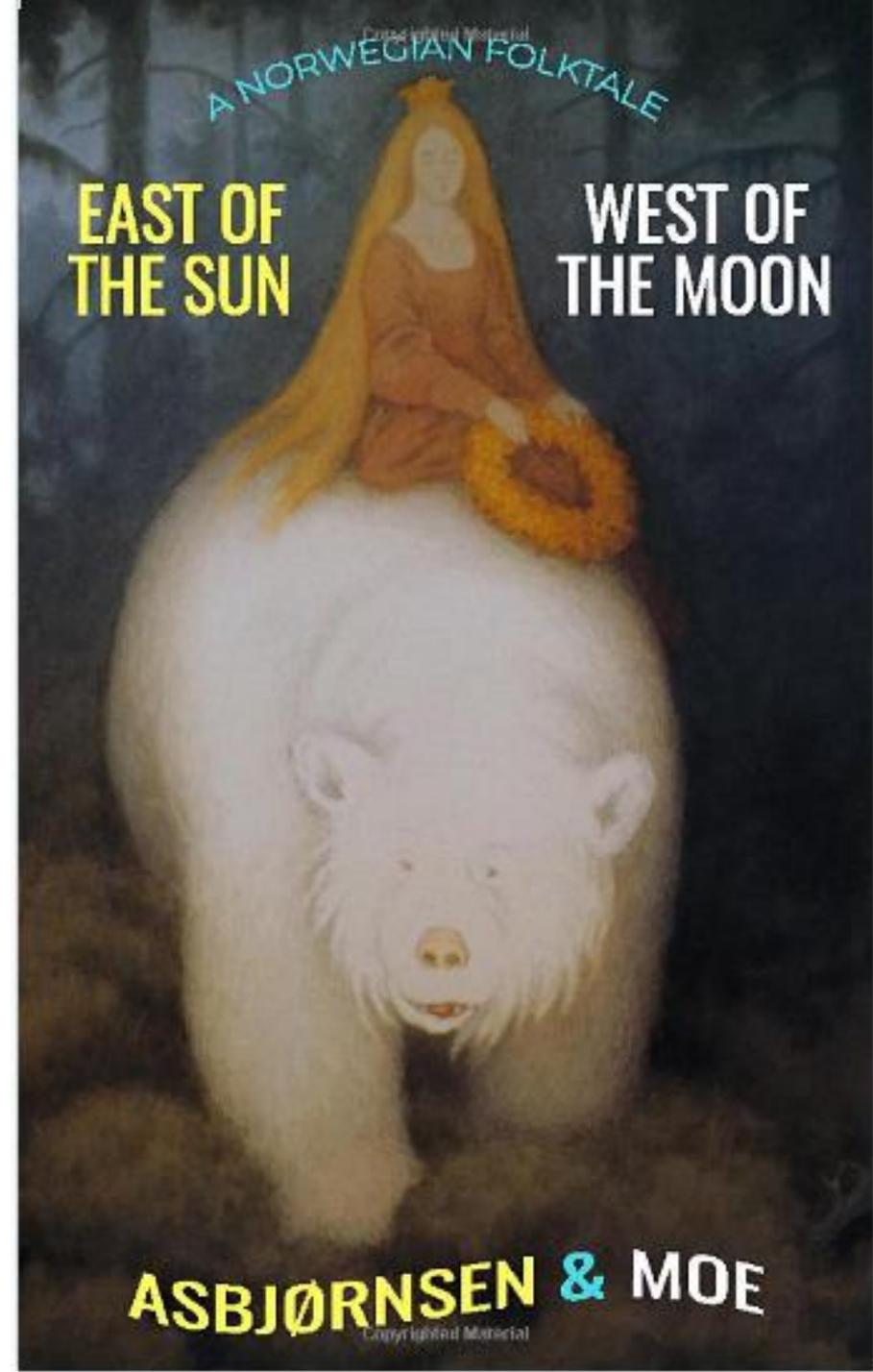
Pure as snow.  
Quiet as a mouse.  
Busy as a bee.  
Cute as a kitten.

### Idiom

Time flies.  
Cat got your tongue.  
Broken heart.  
Face the music.

### Hyperbole

For the millionth time, be quiet!  
He's got a brain the size of a pea.  
These shoes are killing me.  
Speed up- a snail can go faster than you!



# Word Association Game: What words can you associate with these images?



# Word tennis:

- Can you complete a rally?
- Can you pass words between you and your partner without hesitation to describe the weather.
- Can you take it up a level and pass figurative language?



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# Chapter One

The night was terribly dark, wild weather beat against their humble cottage, raining so heavily and blowing so hard that it was enough to make the cottage walls shake. They were all seated by their meagre fire, each busy with some task of

What can you learn from this passage about the weather?

mending, when the window pane shuddered repeatedly in rapid succession.

It took a moment for the woodsman to realise it was more than wind blowing hard against the window before he went out to see who could possibly be calling in the midst of such a storm, thinking the matter had to be grave to seek them out in this manner.

When the woodsman ventured outside, there stood a great White Bear, awaiting his arrival.

"Good evening to you," said the White Bear, who seemed not to be aware of the driving rain lashing down about him.

"Good evening," said the woodsman.

"Will you give me your youngest daughter?" said the White Bear. "If you will, you shall be as rich as you now are poor."

The idea of being rich truly sounded wonderful to the woodsman, but he could not agree to such a bargain without first asking his daughter and stated as much to the White Bear. "I must first ask my daughter," he said and left the White Bear to approach his family, still seated by the fireside, attending their mending.

At his presence, they each lifted their head and greeted him with a smile, but it was his ever faithful wife who asked of him, "Who came to call on a night such as this?"

Pick a type of weather



How would you describe it?



How can you up-level your first description?

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# Can you write your own description of the weather?

- *What do we want to see in our writing?*



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# Wednesday

To write in first person.

All About Sentences

## First Person

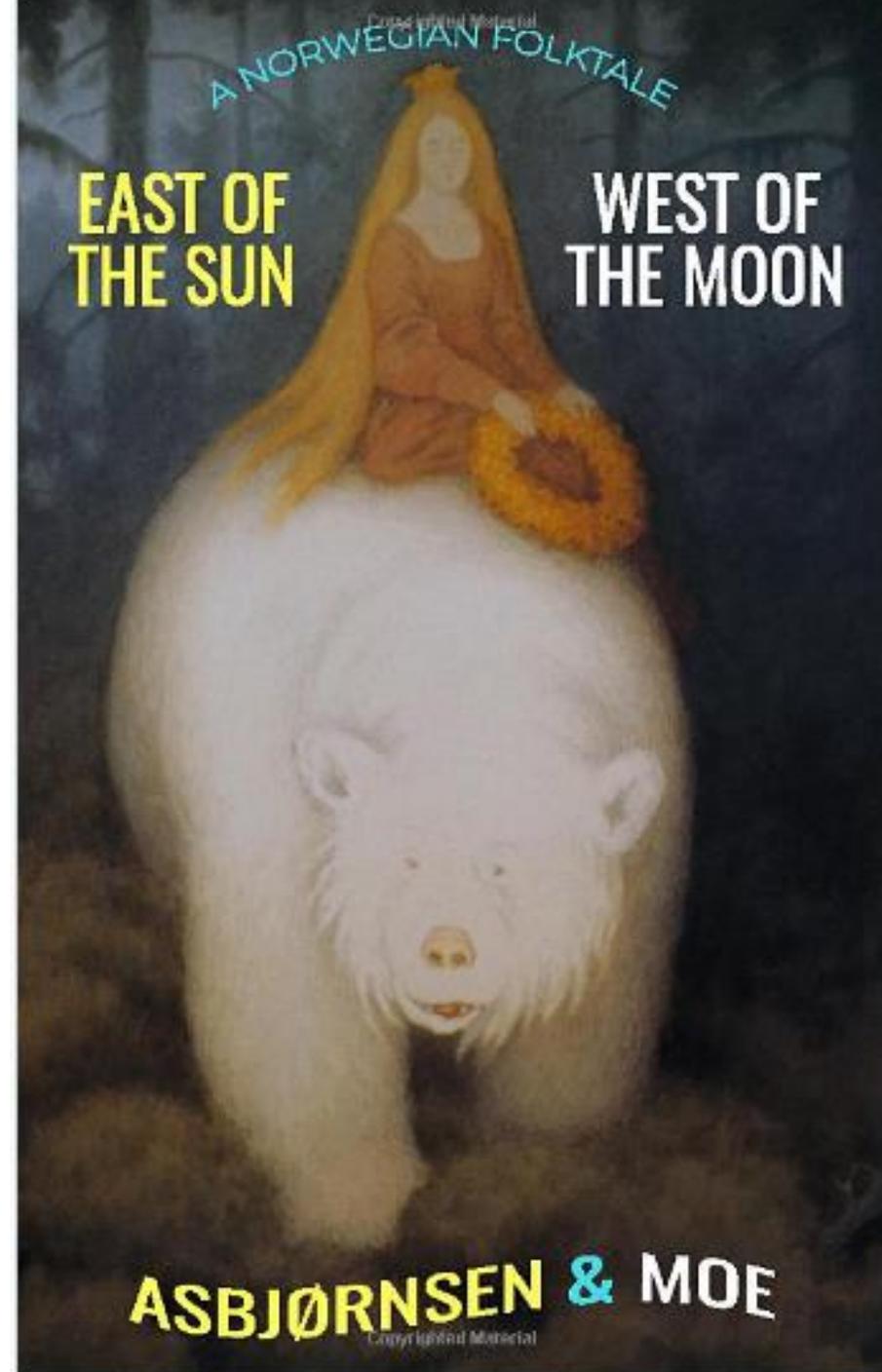
First person is used when writers are talking about **themselves** or writing about a **personal experience**.

**We use the words:**

**I, me, myself, mine, my, we, us, our, ours, ourselves**

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What characters have we come across so far?

What do we know about them?

How important are they to the story?



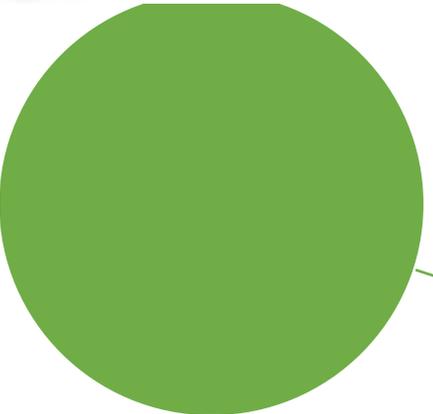
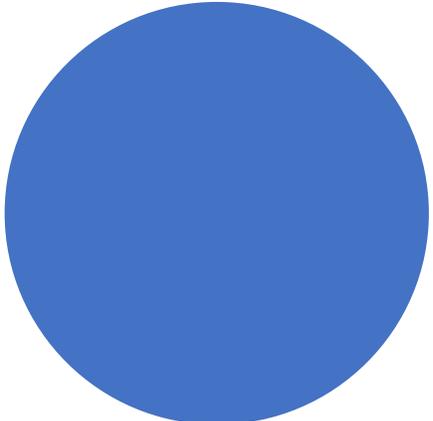
# Quick Pens

Write down as many emotions as you can.

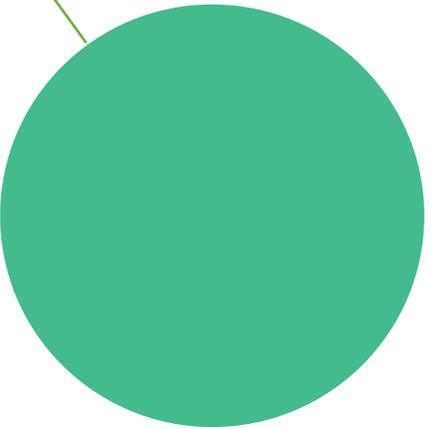
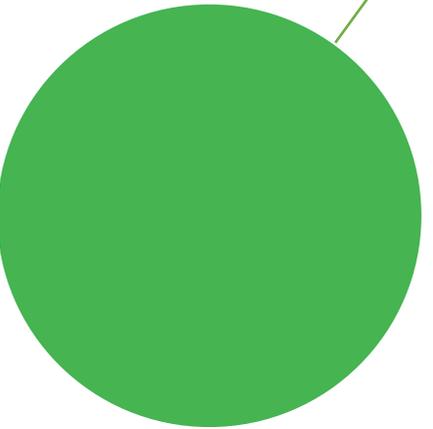
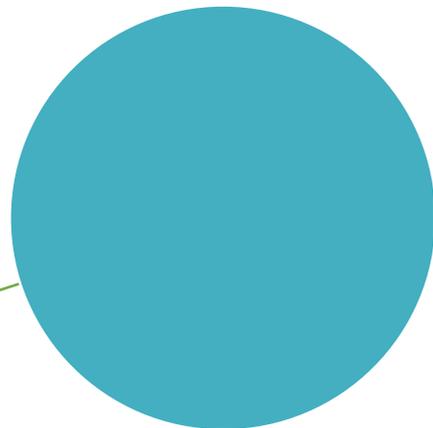


You have One Minute Thirty Seconds

1:30

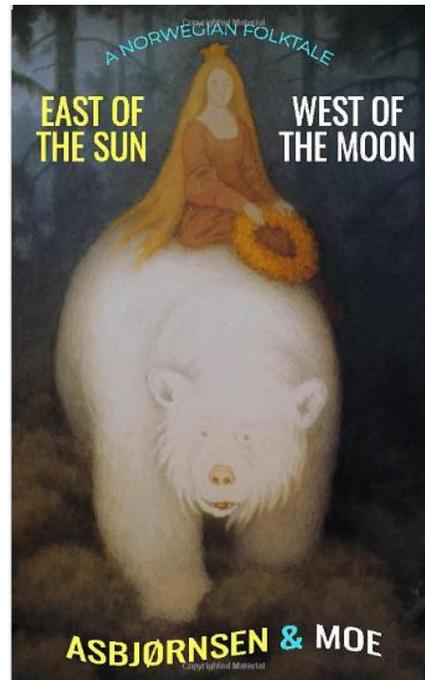


How is the princess feeling?



Imagine you was the princess how would you feel?

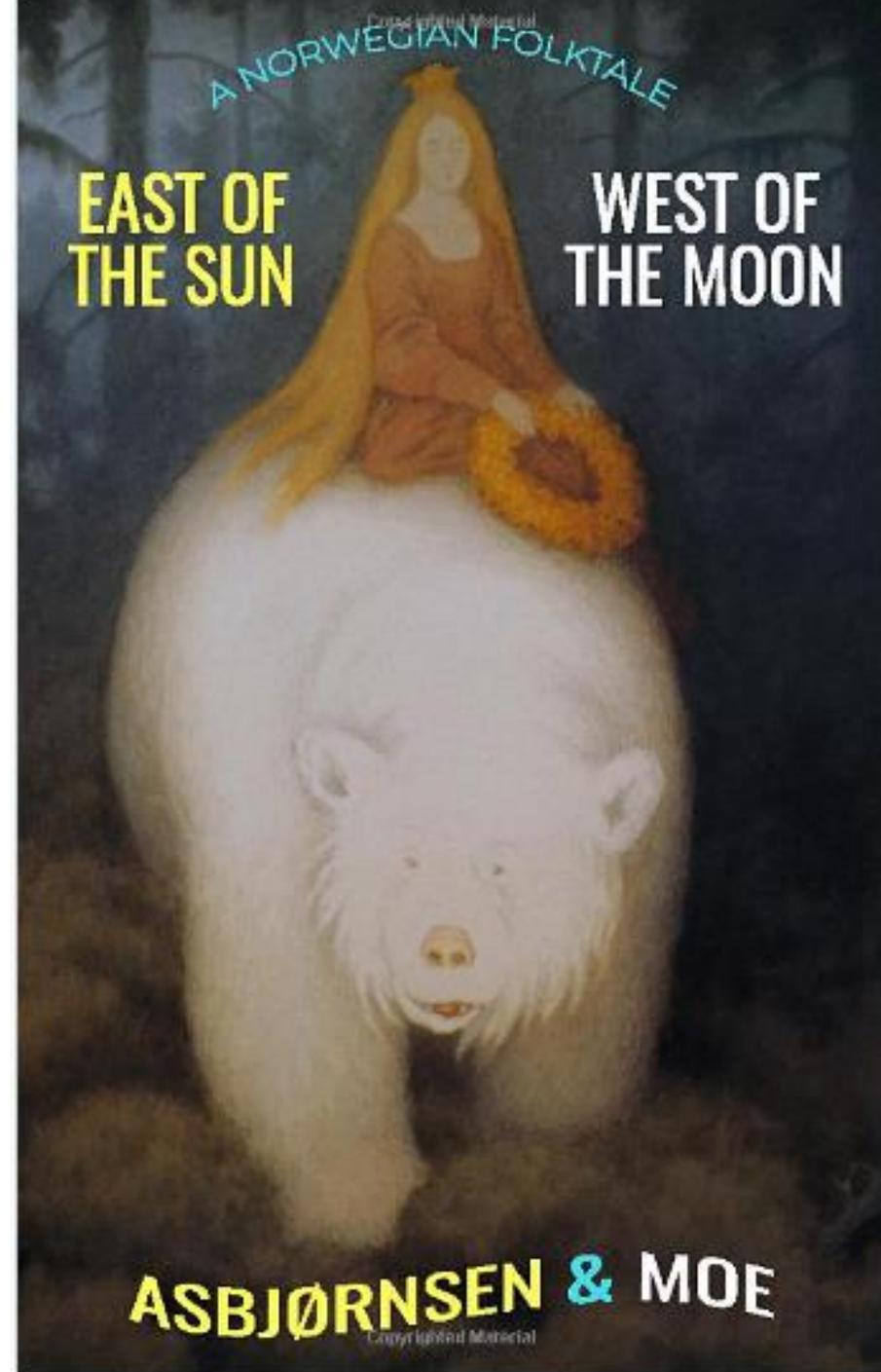
In first person write a paragraph explaining your experience so far.



Thursday

To be to explain the authors choice of vocabulary.

**CHAPTER**  
**2**



# Let's predict

- Do you think the father will be able to change his daughters mind?
- Can you find any evidence in the text to support your prediction?

“A great White Bear waits outside,” he said. “He has faithfully promised to make us all rich if he can but have our youngest daughter.”

Aghast, his youngest daughter rose from her seat. “No!” she cried.

“But, my darling girl—”

“I will not, father, and pray do not press me on it.”

So the woodsman rejoined the White Bear but he did not admit to his daughter's refusal, instead he settled with the White Bear that he should come again next Thursday evening and receive her answer then.

# Text Analysis

## Combining strategies

### Clarifying



- I think that means...
- I didn't understand...

### Inference



- The word/part \* tells me...
- This makes me think that...
- I think this character, setting or mood is ...
- I think the writer's character's viewpoint is...

### Summarising



- The main idea/theme is..
- This part is about...
- In 10 words..

### Evaluating



- I like the way the author..
- The word/phrase \* works well because..

### Predict



- I wonder/ think/ predict ..

### Question



Why? How? What if?

### Make connections



This reminds me of/ links to ..

### because

Over the duration of the week that followed, the woodsman endeavoured to change the mind of his youngest daughter. He talked repeatedly to her of the wealth they would have, not only the family but herself, if she agreed to go with the White Bear. She would be able to pursue her dreams and would want for nothing.

Before the time a week had elapsed, the woodsman had persuaded his daughter what a good thing it would be, what an adventure, that she made up her mind to go. Upon deciding, she washed and mended what few respectable garments of clothing she possessed, tended her appearance to be as presentable as she could manage, and held herself in readiness to set out with the White Bear.

Next Thursday eve came swiftly and the White

## Combining strategies

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Bear came to fetch her. Her bundle in hand, she walked the few short strides from her family to the White Bear.

"You have all you wish to bring with you?" he asked.

"Yes," said the girl, raising the bundle in which she had secured her scant possessions. "I have little enough to take away with me."

"Come then."

She settled upon his back, with her bundle tucked securely against her, and in this way they departed. Lulled by the loping stride of the bear, she was at ease and watched the wilderness they journeyed through with great fascination.

Aware of the relaxed seat of the girl who rode upon his back, once they had gone a great part of the way, the White Bear asked her, "Are you not afraid?"

"No, that I am not," said she.

"Keep a tight hold of my fur, and then there is no danger," said he.

And accordingly she rode, travelling far, until they came to a great mountain. The White Bear knocked on the mountain and a seemingly invisible door opened. Walking forward, they entered a castle, where many brilliantly lighted rooms shone with gold and silver.

One such room was a large hall, in which there

# Independent Task

- What can you learn from this passage?
- Can you summarise this chapter?
- What information has been the most important and why?
- What new words have you learnt? Can you now define them and use them in a sentence.

stood a well-spread table, so magnificent that it would be hard to make anyone comprehend the heights of its splendour.

The White Bear handed her a silver bell, saying, "Whenever you need anything, you have but to ring this bell and what you want shall appear."

So after she had eaten the delicacies on offer atop the table, and with night drawing near, the girl grew sleepy after her long journey and thought she would like to go to bed.

She lifted the beautifully engraved bell and no sooner had she tilted her hand to sound the clapper than she found herself in a chamber, where a bed stood made in readiness of her and as pretty as anyone could wish to sleep in. It had pillows and curtains of silk, fringed with gold, and everything that was in the room was of gold or silver.

She had laid beneath the silk sheets and put out the light when a man came and laid down beside her. She never saw his face or form, however, for he always came to her after she had put out her light and departed before the light of dawn appeared.

## Combining strategies

### Clarifying



- I think that means...
- I didn't understand...

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Why? How? What if?

### Make connections



This reminds me of/ links to ..  
**because**

Friday



Can you guess where we are going?





Using the iPad can you research Norway and create a fact file.



# Norway

**Population:** Over 5.1million (2015)

**Capital City:** Oslo

**Language:** Norwegian, although Saami is spoken in the far north by some people.

**Continent:** Europe

**Currency:** Norwegian Krone

**Government:** Constitutional Monarchy

**National Day:** 17th of May

**Religion:** Mainly Christian

**Famous Norwegians:** Edvard Grieg, composer; Edvard Munch, painter; Liv Ullmann, actress; Roald Amundsen, first person to reach South Pole.

**Flag:**



**Climate:** Four seasons (spring, summer, autumn and winter).

Winter involves long dark nights, it gets very cold. In the summer it can get very warm and it only gets dark for a short time.

# Norway Schools Facts

The Norwegian school year starts in mid-August.



School uniforms do not have to be worn in Norway.



Children start school at the age of 6.



The school day in primary school lasts for around 4 hours a day. This increases to 6 to 7 hours when the children are older.



Schools in Norway don't provide lunch for their students. Everyone must bring their own. In some schools, the children eat their lunch at their desks while the teacher reads them a story.

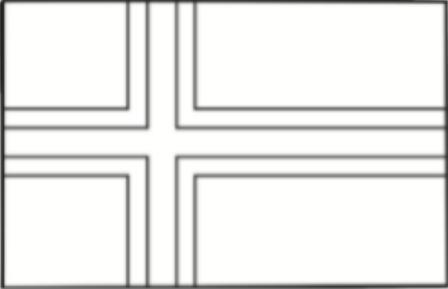


The school day generally stops around 2p.m. to allow the children plenty of time to play with their friends or to take part in after school activities.



# Norway

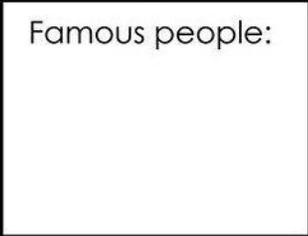
Use non-fiction books and the Internet to find out information about Norway.

<b>Capital City:</b>	<b>Country Flag:</b>
<b>Population:</b>	
<b>Language Spoken:</b>	<b>Bordering Countries:</b>
<b>Location of Country:</b>	
	
<b>Famous Landmarks:</b>	<b>Famous People:</b>
<b>Popular Food:</b>	<b>Popular Activities or Sports:</b>
<b>Traditions:</b>	<b>National Anthem:</b>
<b>Other Interesting Facts:</b>	



# Country Fact Sheet



Capital City:	Map:	
Population:		
Terrain:	<b>Flag:</b>	
Climate:		
Natural Resources:		
Type of Government:		
Bordering Countries:		
Holidays and Traditions:	Famous people:	Famous landmarks:
		
	Foods:	
		

# RE – THE BIG STORY OF THE BIBLE

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WEEK THREE – PEOPLE OF GOD



# Abraham and Sarah

<https://request.org.uk/restart/2020/03/26/bible-quest-abraham/>



Long ago, there was a man called Abram who lived in a place called Haran. He owned many different animals, including sheep and cattle. Abram was a good man who lived with his wife called Sarai but they had no children.



On one day, God visited Abram to give him a message. “I want you to pack up all of your things Abram and leave your home.” He wanted him to go to a new land. He made a promise to Abram. “I promise I will bless your family.” Abram trusted God and moved to a new land.



Abram, who was now 75, and his wife Sarai, packed up all of their belongings in the land of Hanan and moved to a new land called Canaan.



One night in Canaan, after a hard day's work, God appeared to Abram again. He told him to look to the sky and count all of the stars. He explained that that would be how many descendants he would have. Abram told his wife about the news - she laughed because she believed they were too old! God reminded Abram of his promise. God changed his name to Abraham, which means 'father of many' and his wife's to Sarah.



3 visitors came to find Abraham and Sarah. They told them they were messengers from the Lord. The visitors told Sarah she would give birth to a child. Sarah was 90 years old.

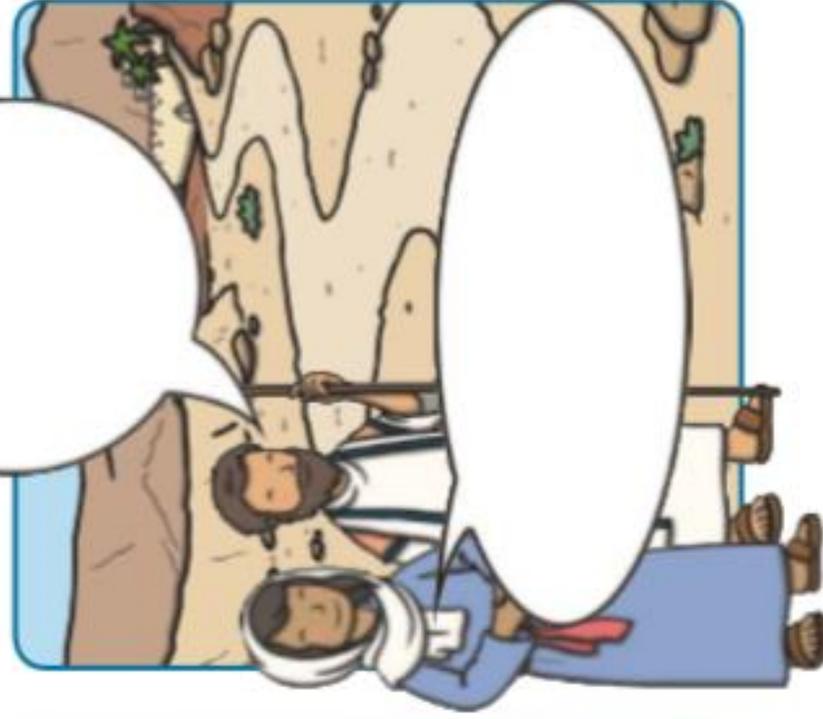
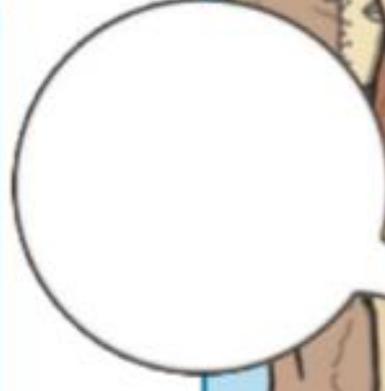
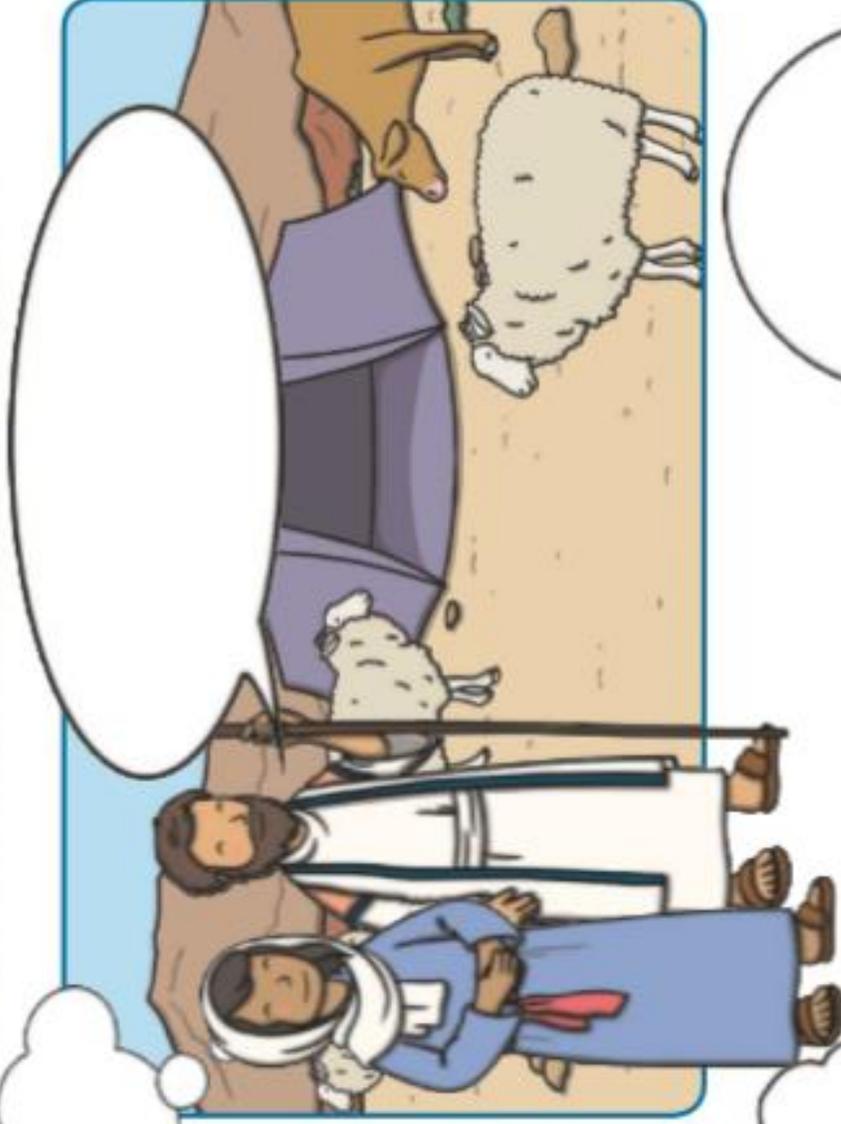


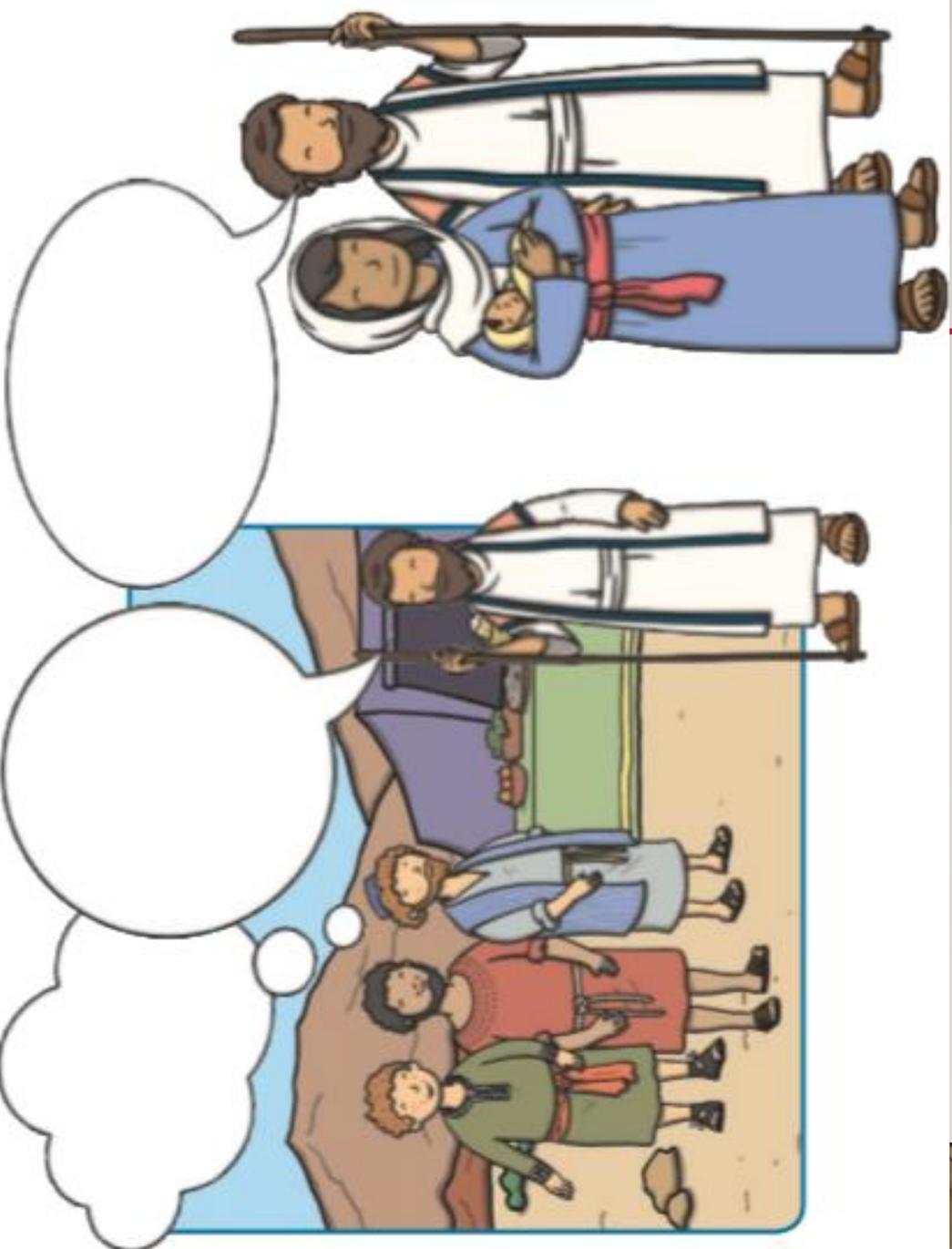
Months passed and Sarah and Abraham did go on to have a baby. They named him Isaac. They remembered the promise God made all of those years ago, that if they moved to a new land, he would bless their family. They thanked God for His gift of Isaac.



# Abraham and Sarah

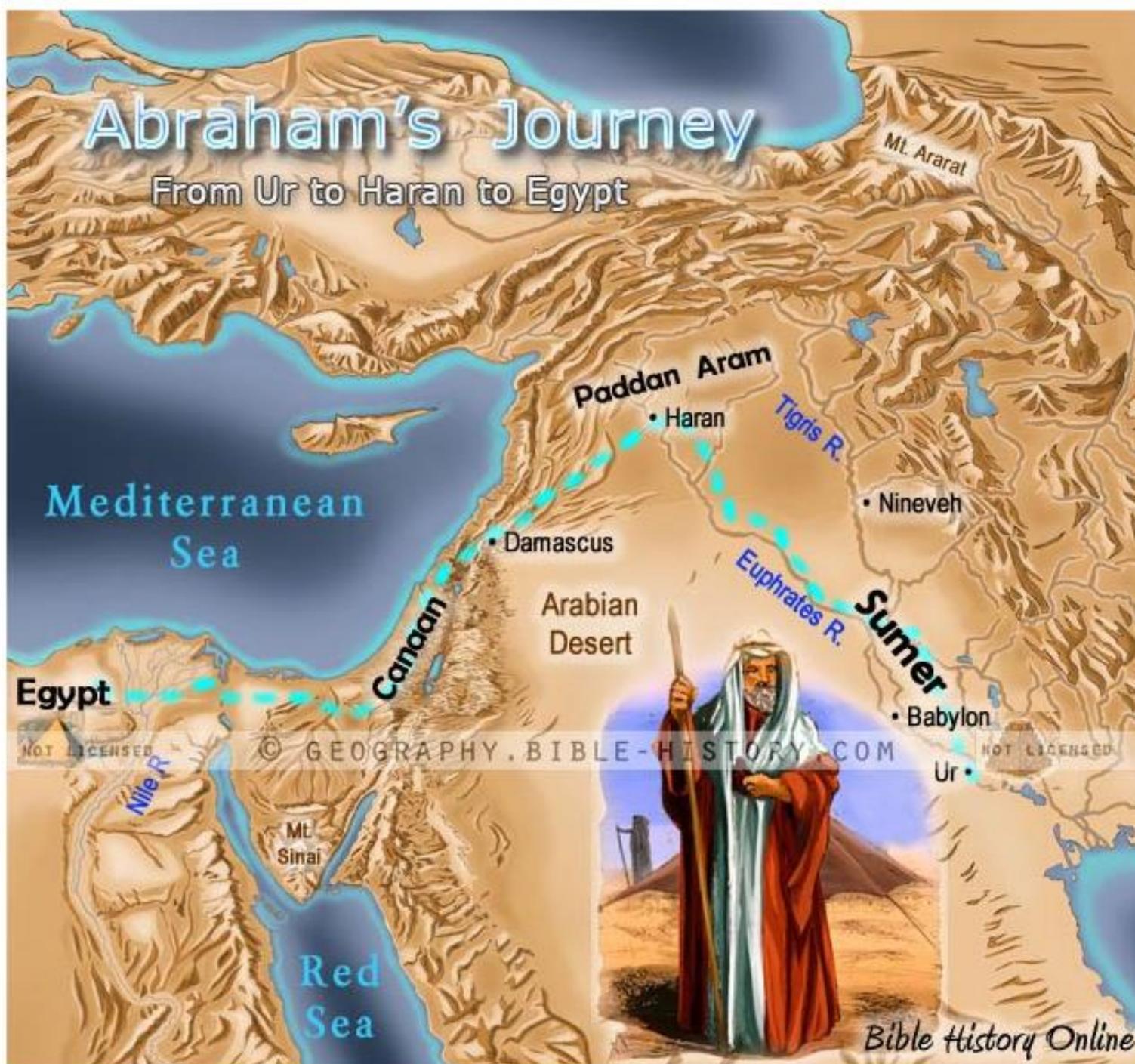
Speech and Thought Bubbles





# Abraham's Journey

From Ur to Haran to Egypt





# ABRAHAM AND SARAH

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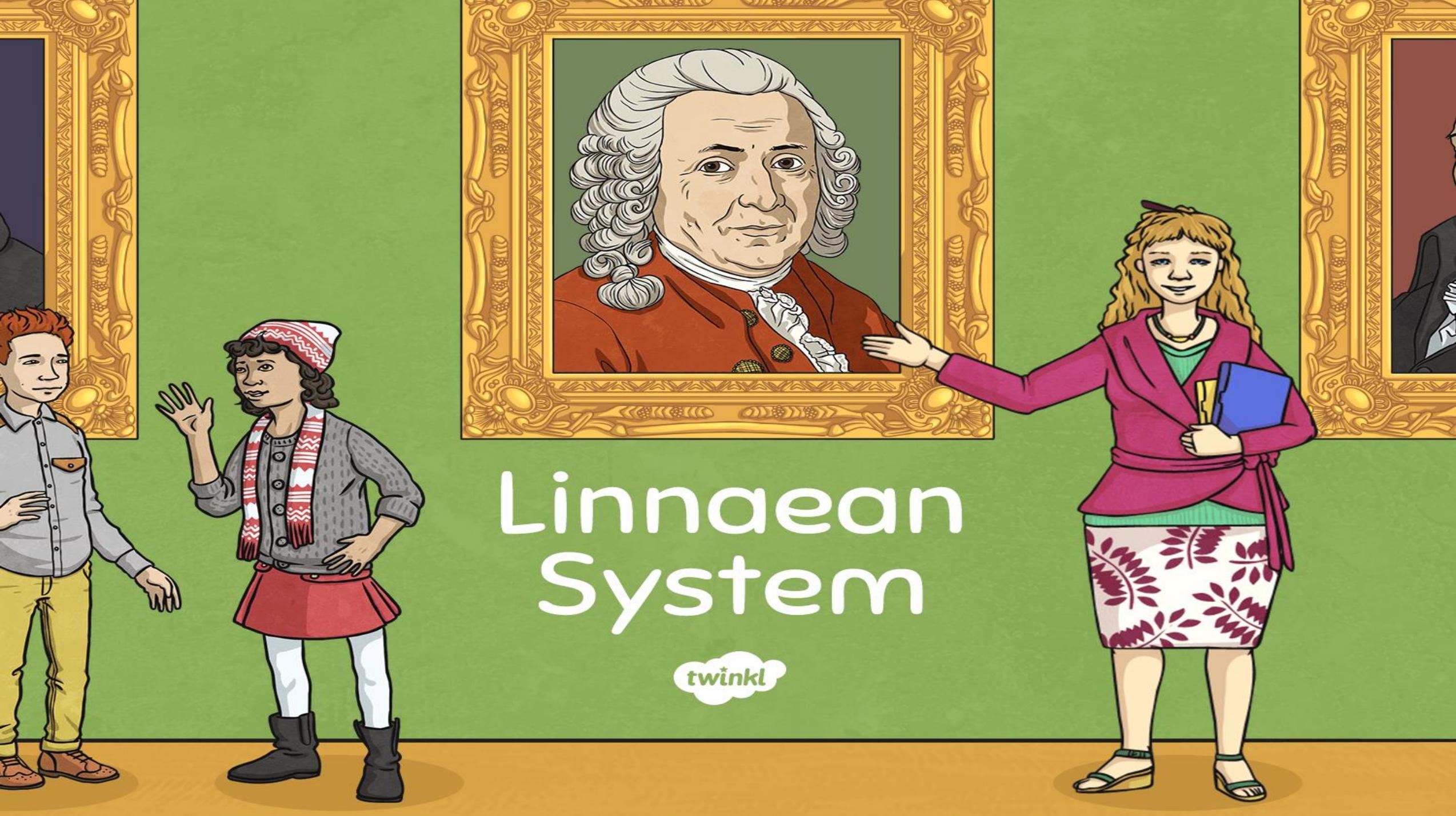
- How do we show we are friends with people?
- How do we know that Abraham was a friend of God?
- What did God promise Abraham?
- What does the story show Christians about what God is like?
- Why is the story important for Christians and Jewish people?
- What part of the story do you think is the most important?

# PLENARY - MOSES

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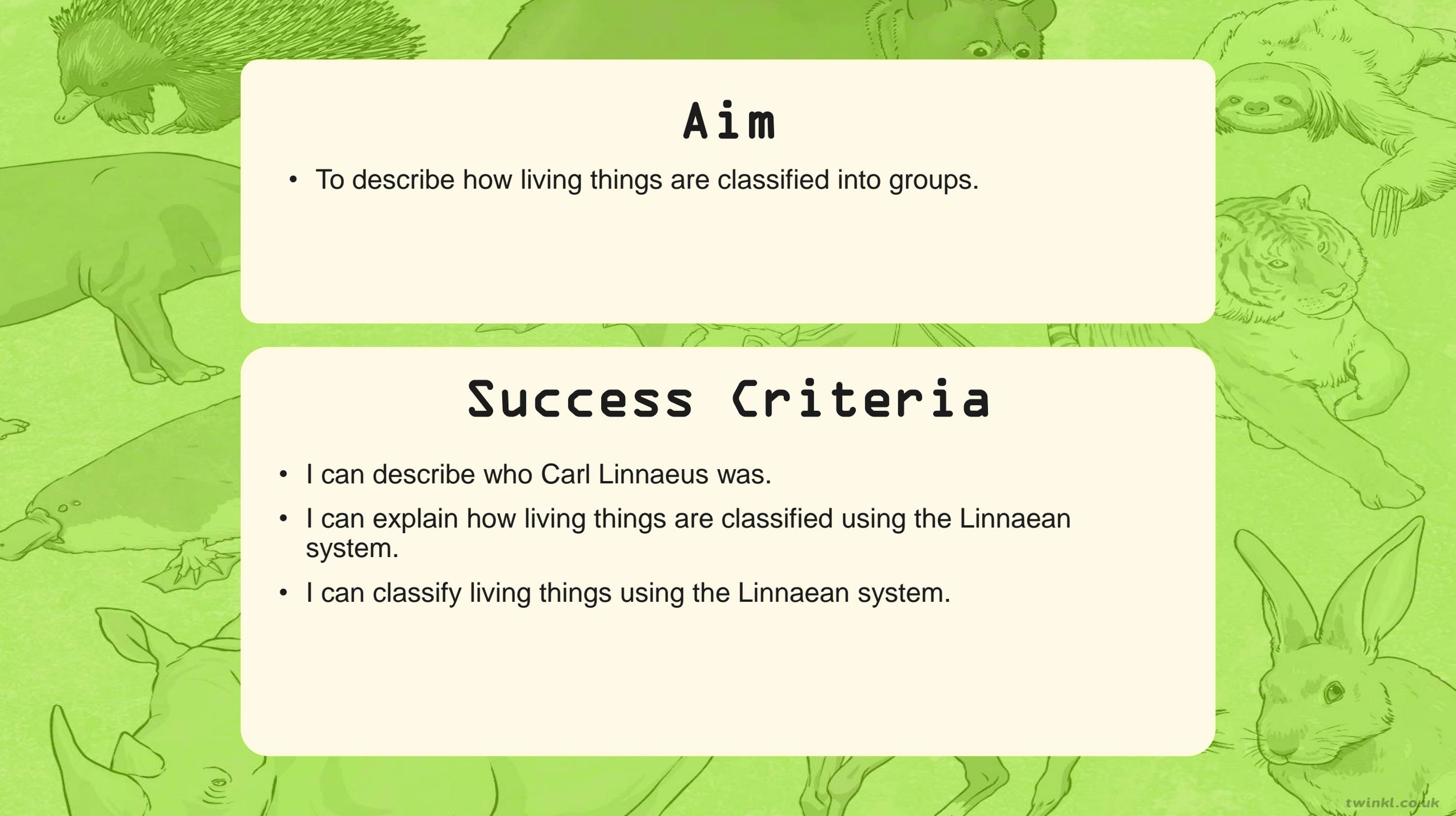
- <https://request.org.uk/restart/2020/03/26/bible-quest-moses/>





# Linnaean System





## Aim

- To describe how living things are classified into groups.

## Success Criteria

- I can describe who Carl Linnaeus was.
- I can explain how living things are classified using the Linnaean system.
- I can classify living things using the Linnaean system.

# A Standard System



In the previous lesson you classified animals by sorting and grouping them based on their similarities and differences. A standard system is useful because it allows scientists to accurately identify, group and properly name animals in the same way. Without a standard system, they most probably did not classify animals and used different methods for classifying living things. Talk to your partner about how this problem could be solved.



# Who Was Carl Linnaeus?

Carl Linnaeus was a Swedish scientist who believed it was very important to have a standard system of classification. At the time he was alive, in the 1700s, there was no agreed standard method.

Linnaeus collected and examined over 40,000 specimens of plants, animals and shells. In 1735, he published his first edition of 'Systema Naturae', which described his system for classifying living things.

Over the next several years, Linnaeus continued to publish new editions of 'Systema Naturae' that included more species of living things. His tenth edition was published in 1758 and is considered to be the most important edition.



# The Linnaean System

Linnaeus' original system of classification classified everything in nature into a hierarchy.

He proposed that there were three large groups, called kingdoms, into which the whole of nature could fit. These kingdoms were plants, animals and minerals. He then split each kingdom into smaller and smaller groups, or levels.

Today, the Linnaean system is only used to classify living things, so it does not include minerals. Furthermore, as new living things have been discovered, scientists have had to add additional levels in the hierarchy. A new level above kingdom, called domain, has also been introduced.

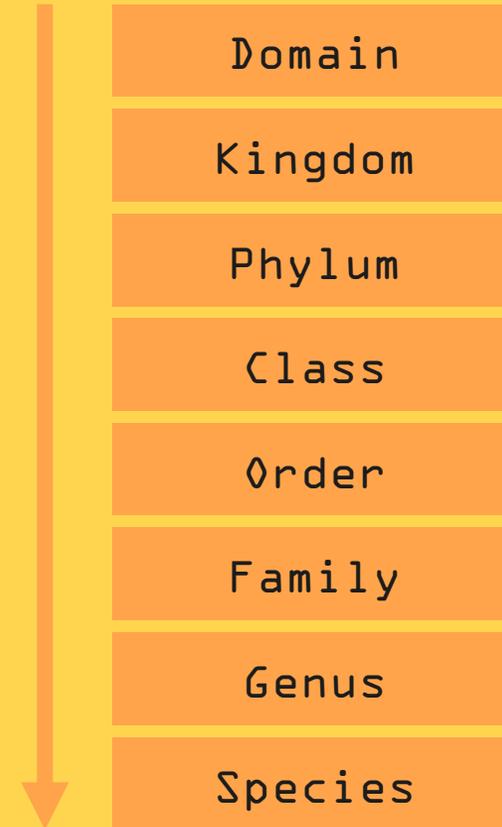


<https://www.bing.com/videos/search?q=carl+linnaeus+facts+for+kids&ru=%2fvideos%2fsearch%3fq%3dcarl%2blinnaeus%2bfacts%2bfor%2bkids%26FORM%3dHDRSC3&view=detail&mid=291D1AA0450BADA0315D291D1AA0450BADA0315D&&FORM=VDRVRY>

# The Linnaean System

This diagram shows the levels of classification in the Linnaean system.

Living things can be classified by following the levels in this system. The number of living things in each group gets smaller and smaller, until there will just be one type of animal in the species group.



# The Linnaean System

There are 3 domains: Archaea, Bacteria and Eukarya. Plants and animals are all eukaryotes.

There are 6 kingdoms, including animals, plants, fungi and bacteria.

The 6 kingdoms are then split into phyla. There are more than 30 phyla in the animal kingdom. Phylum chordata includes all vertebrates.

Each phyla is divided into classes. The chordata phylum includes amphibians, birds, mammals, reptiles and fish.

The order and the family divide into further groups.

The genus includes species that are very closely related and share unique body structures.

A species is defined as a group of animals that can reproduce to produce fertile offspring.

Domain

Kingdom

Phylum

Class

Order

Family

Genus

Species

# Classifying Species

Here you can see how a species can be classified at each level of the standard system.

Domain: Eukarya	jackal, clownfish, cat, dog, ladybird, daisy, rabbit, fox, human
Kingdom: Animals	jackal, clownfish, cat, dog, ladybird, rabbit, fox, human
Phylum: Chordata	jackal, clownfish, cat, dog, rabbit, fox, human
Class: Mammals	jackal, cat, dog, rabbit, fox, human
Order: Carnivora	jackal, cat, dog, fox
Family: Canidae	jackal, dog, fox
Genus: <i>Canis</i>	jackal, dog
Species: <i>Lupus</i>	dog

# Classifying Species

Genus: <i>Canis</i>	jackal, dog
Species: <i>Lupus</i>	dog

The genus and species are always written in italics. The names of the genus and species are used to give the scientific name (recognised Latin name) of each living thing.

So the scientific name for a dog is *Canis lupus*.



# Classifying Species Activity



Choose another living thing from the list below and follow the levels of the classification system to classify it. Complete your Classifying Species Activity Sheet to show how it fits into each level of the standard system.

Use the genus and the species to give the scientific name of the species.

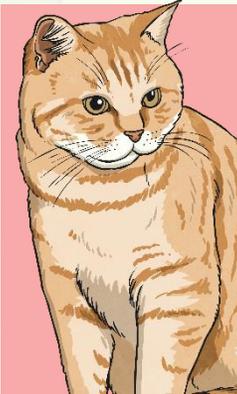
You will need to use books or the Internet to research the animal and find the information you need.



jackal



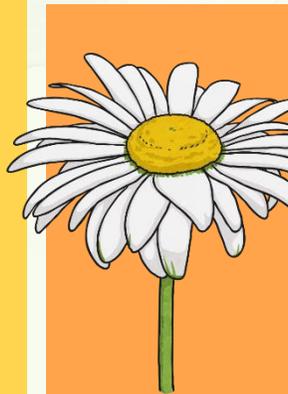
clownfish



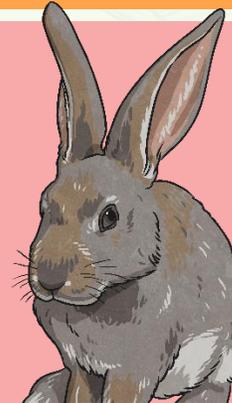
cat



ladybird



daisy



rabbit



fox



human

# Classifying Species

Choose one of the living things below and find out how it is classified in the Linnaean system.

 jackal	 downfish	 cat	 ladybird
 daisy	 rabbit	 fox	 human

Complete the levels of classification to show what you have found out.

Living thing: \_\_\_\_\_

Domain: \_\_\_\_\_

Kingdom: \_\_\_\_\_

Phylum: \_\_\_\_\_

Class: \_\_\_\_\_

Order: \_\_\_\_\_

Family: \_\_\_\_\_

Genus: \_\_\_\_\_

Species: \_\_\_\_\_

What is the scientific name of your chosen living thing?

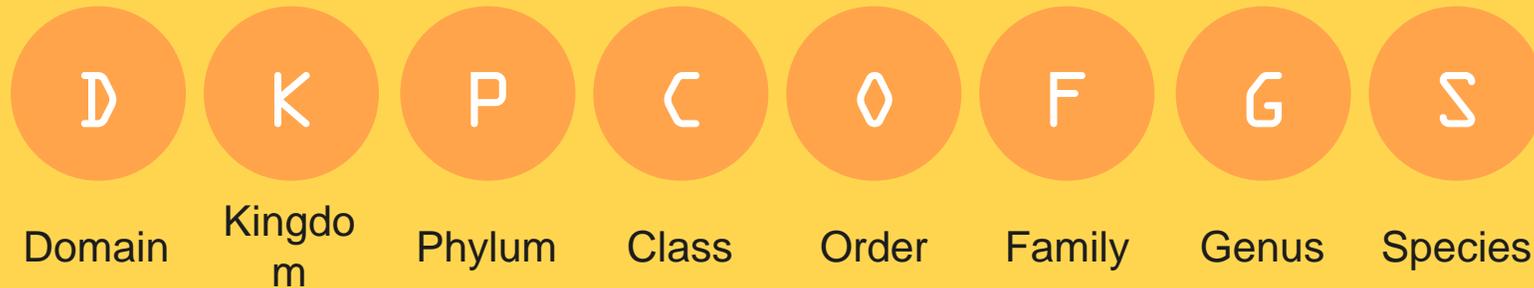
\_\_\_\_\_

# Invent a Mnemonic



The levels of the classification system can be tricky to remember. Work with your partner to invent a mnemonic to help you!

The letters you need to use are:



An example mnemonic could

Does Keep Precious Creatures <sup>be:</sup> Organised For Grumpy Scientists



# Global Warming Project

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Year 6

2020

# Global Warming

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- What is Global Warming?
- What ideas can you include in your project?
- You must include elements from all areas of the curriculum.

# Today's Lesson

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- Create your front cover.
- Create your introduction page.