



Knowledge & Understanding

Working Scientifically

Vocabulary

Scientist

PLANTS

EYFS	<p>I will be able to: <i>ELG 14:</i> Know about similarities and differences in relation to places, objects, materials and living things.</p> <p><i>ELG 14:</i> Talk about what I can see and experience in the environment that I live in and share my ideas about how this could be different to other environments.</p> <p><i>ELG 14:</i> Talk about how plants change as they grow.</p>	<p>I will have the opportunity to: Show care and concern for the environment.</p> <p>Observe plants in our local environment.</p> <p>Observe how a plant changes and grows over time.</p> <p>Explore natural materials.</p> <p>Develop ideas about cause and effect linked to plant growth.</p>		
Year 1	<p>I will be able to: Identify and name a range of plants and trees.</p> <p>Name the main parts of a plant and can identify these over a range of plants.</p> <p>Describe the features of some deciduous and evergreen trees.</p> <p>Know that some plants found in the wild are not grown in gardens and can give examples of some wild and common plants.</p>	<p>I will have the opportunity to: Explore and ask questions about plants growing in our local environment.</p> <p>Observe the growth of flowers and vegetables that I have planted.</p> <p>Use a magnifying glass to observe plants closely.</p> <p>Sort and group familiar plants using similarities and differences.</p> <p>Record how plants change over time (<i>for example the leaves falling off trees and buds opening</i>).</p> <p>Observe changes across the four seasons.</p> <p>Identify plants using names images and simple charts.</p>	<i>leaf blossom petal fruit bud seed trunk branch wild common deciduous evergreen soil</i>	Beatrix Potter
Year 2	<p>I will be able to: Describe the different stages of plant growth from a seed/bulb to mature plant</p> <p>Identify the conditions needed for a plant to grow and be healthy</p> <p>Measure the rate of plant growth across a range of plants and I can suggest why some plants grow quicker or slower than others.</p> <p>Identify plants that are better suited to different conditions e.g. if there is low water or no soil.</p>	<p>I will have the opportunity to: Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Classify seeds and bulbs.</p> <p>Record how the height of a plant changes over time.</p> <p>Carry out a simple comparative test to show that plants need light and water to stay healthy.</p> <p>Use close observations and measurements to make comparisons between plants as they grow.</p>	<i>bulb seedling mature plant water light temperature conditions germinate living non-living wild commercial</i>	Joseph Banks
Year 3	<p>I will be able to: Identify and describe the function of each part of a flowering plant.</p> <p>Name and describe what a plant requires for life and growth.</p> <p>Understand that some plants have different requirements for life and growth because they have adapted to their environment.</p> <p>Explain how water is transported around the plant.</p> <p>Explain the life cycle of a flowering plant.</p> <p>Recognise how animals and the wind affect seed dispersal.</p>	<p>I will have the opportunity to: Identify and describe the functions of different parts of flowering plants.</p> <p>Investigate and observe how water is transported within plants</p> <p>Record findings using labelled diagrams (to show the parts and functions of a plant).</p> <p>Observe the different stages of plant life cycles over a period of time.</p> <p>Investigate what happens to plants when they are put in different conditions.</p> <p>Classify seeds in a range of ways, including how they are dispersed.</p>	<i>function stamen nutrients anther minerals filament photosynthesis pollen pollination ovule fertilisation nectar seed dispersal pest germination insect producer stigma</i>	David Bellamy David Attenborough



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EVOLUTION AND INHERITANCE

Year 6

I will be able to:

- Explain how fossils have been formed and what they tell us about animals/plants living in the past.
- Describe key stages in the Earth's history and suggest which creatures/plants lived then.
- Explain how some plants and animals have changed over time using the Theory of Evolution.
- Use theories to explain why some living things are adapted to suit their environments.
- Understand that, in sexual reproduction, offspring inherit characteristics from each parent.
- Explain that variation occurs in sexual reproduction.

I will have the opportunity to:

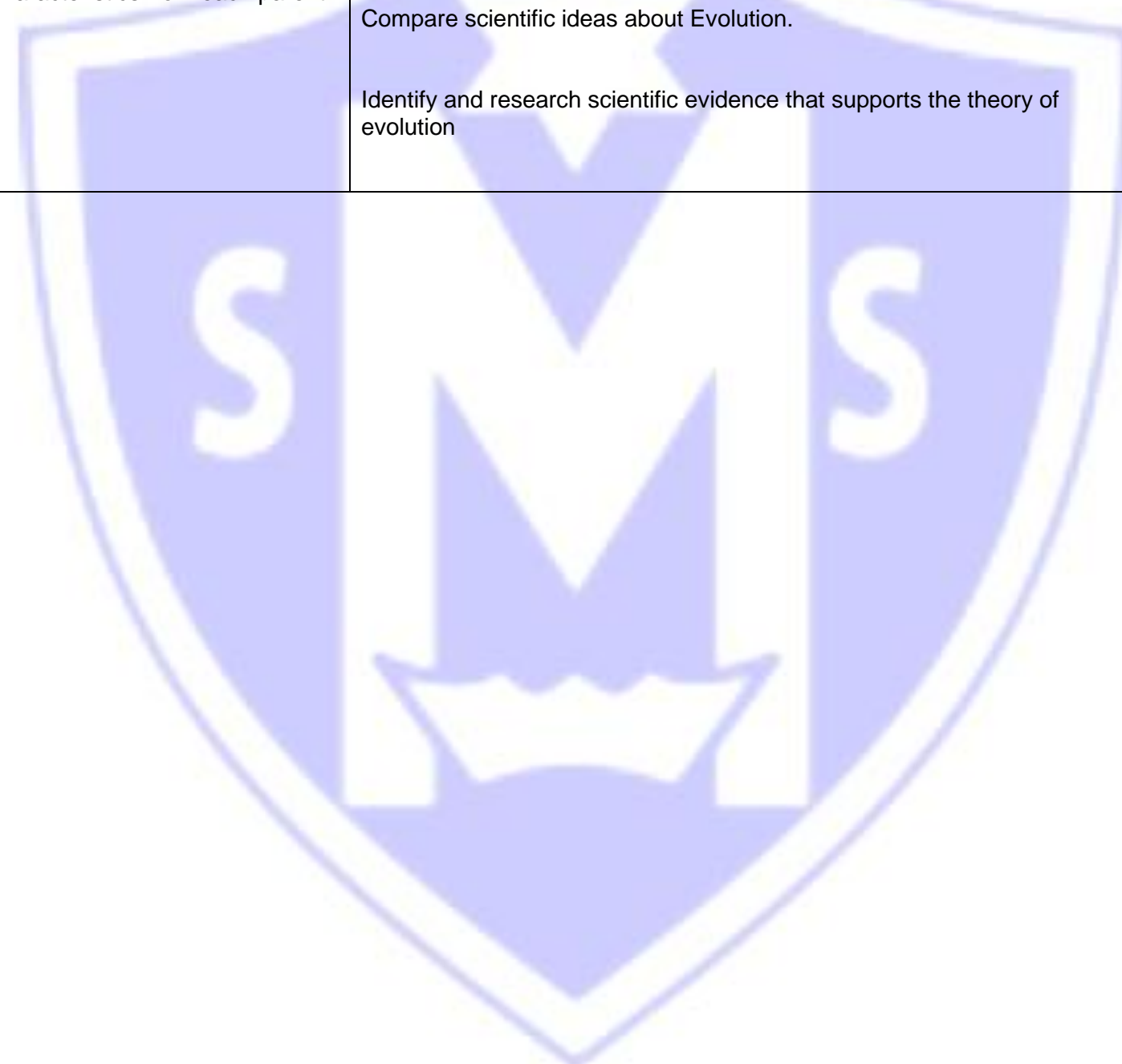
- Use models to demonstrate evolution in some plants and animals.
- Use secondary sources to research.
- Make detailed observations from fossils.
- Make predictions about an animal or plant's ability to survive in an environment based upon its characteristics.
- Link patterns seen in models to real-life examples.
- Compare scientific ideas about Evolution.
- Identify and research scientific evidence that supports the theory of evolution

- | | |
|---------------------------|----------------------|
| <i>adaptation</i> | <i>extinct</i> |
| <i>evolution</i> | <i>off spring</i> |
| <i>inheritance</i> | <i>parents</i> |
| <i>reproduce</i> | <i>identical</i> |
| <i>fertilise</i> | <i>cloning</i> |
| <i>genes</i> | <i>naturalist</i> |
| <i>chromosome</i> | <i>Geology</i> |
| <i>characteristic</i> | <i>Cambrian</i> |
| <i>variation</i> | <i>Ordovician</i> |
| <i>natural selection</i> | <i>Devonian</i> |
| <i>selective breeding</i> | <i>Silurian</i> |
| <i>generation</i> | <i>Jurassic</i> |
| <i>trait</i> | <i>Palaeozoic</i> |
| <i>desirable</i> | <i>Triassic</i> |
| <i>mutations</i> | <i>Carboniferous</i> |
| <i>hereditary</i> | <i>Quaternary</i> |
| <i>diversity</i> | <i>Cretaceous</i> |
| | <i>Permian</i> |
| | <i>Mesozoic</i> |

Charles Darwin

Alfred Wallace

Mary Anning





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ANIMALS INCLUDING HUMANS

	I will be able to:	I will have the opportunity to:			
EYFS	<p>I will be able to: <i>ELG 14:</i> Know that people have similarities and differences.</p> <p><i>ELG 13:</i> Talk about how I am both similar and different to people in my class, my family and the local and global community.</p> <p><i>ELG 05:</i> Talk about ways that I can keep healthy and safe.</p>	<p>I will have the opportunity to: Sequence growth in animals and humans.</p> <p>Observe animals and humans growing over a period of time.</p> <p>Make predictions about what changes happen over time.</p>			
Year 1	<p>I will be able to: Name a variety of common animals and identify their distinctive features.</p> <p>Explain the difference between carnivores, herbivores and omnivores and give examples of animals in each group</p> <p>Identify and name the main parts of the human body and their functions.</p> <p>Recognise that we have 5 different senses and identify which part of the body is linked to each sense.</p>	<p>I will have the opportunity to: Sort and group animals using similarities and differences.</p> <p>Make first-hand observations of animals from different groups.</p> <p>Look for patterns between people and animals.</p> <p>Investigate human senses and explore objects using my senses.</p> <p>Label pictures and diagrams.</p> <p>Use first-hand observations to draw detailed diagrams of animals and humans.</p> <p>Take measurements of parts of my body.</p>	animal human feathers scales fur hair skin senses taste smell hear sight touch tongue nose	ear eye face ankle knee toe arm hand finger thumb neck elbow habitat wild pet	Chris Packham Dian Fossey
Year 2	<p>I will be able to: Describe the life cycle of common animals, including humans.</p> <p>Describe the basic needs of all animals, including humans, for survival and begin to understand why animals have these needs.</p> <p>Recognise that humans need a balanced diet and can explain what foods make up a balance diet.</p> <p>Understand that exercise is important to humans and can explain how exercise is good for our bodies.</p> <p>Understand that germs and other diseases can be spread by poor hygiene and cleanliness.</p>	<p>I will have the opportunity to: Sequence the life cycles of common animals.</p> <p>Ask and answer questions about what humans need to survive.</p> <p>Observe and measure animals growing over a period of time.</p> <p>Explore the effect of exercise on our bodies.</p> <p>Classify food into the 5 different food groups.</p> <p>Investigate measures to improve hygiene.</p>	human animal life cycle grow water air diet balanced variety germs bacteria diseases hygiene contagious	cleanliness habitat survive food pyramid carbohydrate fats vitamins minerals fibre dairy sugary food taste exercise fitness	Joe Wicks Adelle Davis
Year 3	<p>I will be able to: Explain that animals get nutrition from the food they eat and that different foods give different nutrients and amounts of energy.</p> <p>Know the importance of a balanced and nutritious diet.</p> <p>Describe the effects of a poor and limited diet on the body, health and fitness of man.</p> <p>Name examples of vertebrates and invertebrates.</p> <p>Explain the functions of the skeleton in animals and describe the disadvantages that not having a skeleton would bring for the animal.</p> <p>Recognise how bones are joined and how they move in the skeleton of animals and humans.</p> <p>Describe the 3 muscle types.</p>	<p>I will have the opportunity to: Compare, contrast and classify skeletons of different animals.</p> <p>Group animals by comparing and contrasting their diets.</p> <p>Classify food in a range of ways.</p> <p>Plan a healthy daily diet.</p> <p>Compare and contrast the diets of different animals and decide ways of grouping them according to what they eat</p> <p>Use secondary sources and food labels to find out the nutritional value of foods we eat.</p>	food groups composite foods protein carbohydrates fats vitamins minerals fibre energy food plate perspiration pulse rate skeleton organ muscle vertebrae	oxygen carbon dioxide relax contract joints femur patella tibia fibula radius ulna digits tarsals humerus clavicle	W K Kellogg Marie Curie Adelle Davis



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ANIMALS INCLUDING HUMANS

Year 4	<p>I will be able to: Describe the simple functions of the basic parts of the digestive system.</p> <p>Explain the process of digestion in the human body.</p> <p>Label the main parts of the digestive system and describe the function of each part</p> <p>Name the different types of teeth in humans and other animals explaining their function</p> <p>Recognise that herbivores, omnivores and carnivores have different types of teeth depending on their diet</p> <p>Explain how tooth decay occurs and suggest ways to prevent decay</p>	<p>I will have the opportunity to: Create a labelled diagram to show the different types of teeth.</p> <p>Make systematic and careful observations about the damage different substances can do to teeth.</p> <p>Use the results of my observations to draw simple conclusions about how to look after and protect our teeth.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey within a habitat.</p> <p>Classify animals as herbivores, omnivores and carnivores according to their teeth.</p>	<p><i>digestion</i> <i>mouth</i> <i>tongue</i> <i>teeth</i> <i>oesophagus</i> <i>stomach</i> <i>intestine</i> <i>rectum</i> <i>anus</i> <i>mucus</i> <i>peristalsis</i> <i>absorption</i></p> <p><i>incisor</i> <i>molar</i> <i>pre-molar</i> <i>canine</i> <i>decay</i> <i>plaque</i> <i>enamel</i> <i>pulp</i> <i>predator</i> <i>prey</i> <i>ecosystem</i></p>	<p>Weston Price</p> <p>Harriette Chick</p>
Year 5	<p>I will be able to: Explain the life cycle of a human from conception to old age.</p> <p>Compare the life expectancy of humans to other animals.</p> <p>Explain the changes which happen to the human body during adolescence.</p> <p>Name the main parts of the human reproductive system and explain how these change during adolescence.</p> <p>Compare the gestation periods of various mammals.</p> <p>Explain that most mammals are viviparous like man.</p>	<p>I will have the opportunity to: Use a timeline to show the lifecycle of a human.</p> <p>Record data for the length and mass of babies as they grow on a line graph.</p> <p>Research the gestation period of different animals and compare them with humans.</p>	<p><i>viviparous</i> <i>egg cell</i> <i>sperm cell</i> <i>zygote</i> <i>foetus</i> <i>baby</i> <i>infant</i> <i>toddler</i> <i>child</i> <i>adolescent</i> <i>teenager</i> <i>young adult</i> <i>mature adult</i></p> <p><i>old age</i> <i>gestation</i> <i>life cycle</i> <i>puberty</i> <i>hormones</i> <i>pituitary gland</i> <i>testosterone</i> <i>oestrogen</i></p>	<p>David Attenborough</p> <p>Jane Goodall</p>
Year 6	<p>I will be able to: Identify the role of the skeleton particularly relating to the circulatory system and cycle.</p> <p>Name the main parts of the human circulatory system and describe the function of each part.</p> <p>Explain the composition and function of blood within the body.</p> <p>Describe how regular/poor exercise and nutrition impacts the body.</p> <p>Explain how the body uses energy from food to function properly.</p> <p>Describe what happens to the body if we have too little/too much food to meet its needs.</p> <p>Explain how energy from our food is released and carried around the body to organs and tissues.</p> <p>Explain how water is absorbed from the digestive system and transported around the body to ensure good health and function of organs/tissues.</p> <p>Describe how other animals transport/store energy, oxygen and water and make links to adaptations to habitats.</p> <p>Identify a range of helpful (medicines) and harmful drugs and explain their effect on the body.</p>	<p>I will have the opportunity to: Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Plan a scientific enquiry to identify the impact of exercise on the human body, including recognising and controlling variables</p> <p>Take measurements with increasing accuracy and precision, and repeat readings where appropriate to record heart-rate during exercise.</p> <p>Identify scientific evidence by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p><i>cardiovascular</i> <i>respiration</i> <i>energy</i> <i>blood cells</i> <i>red cells</i> <i>white cells</i> <i>plasma</i> <i>platelets</i> <i>haemoglobin</i> <i>capillaries</i> <i>organ</i> <i>heart</i> <i>heart rate</i> <i>pulse</i> <i>chamber</i> <i>atrium</i> <i>valve</i> <i>artery</i> <i>blood vessel</i> <i>vein</i> <i>ventricle</i> <i>aorta</i> <i>oxygenated</i></p> <p><i>exercise</i> <i>cycle</i> <i>glucose</i> <i>vitamins</i> <i>nutrients</i> <i>immune system</i> <i>lungs</i> <i>alveoli</i> <i>bronchiole</i> <i>trachea</i> <i>drugs</i> <i>medicine</i> <i>respiratory system</i> <i>antibody</i></p>	<p>Sir Richard Doll</p> <p>Gertrude B. Elion</p> <p>World Health Organisation</p>



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LIVING THINGS AND THEIR HABITATS

EYFS	<p>I will be able to: <i>ELG 14:</i> Explore the world around me to know that there are many similarities and differences in relation to places, objects, materials and living things.</p> <p><i>ELG 14:</i> Talk about the living things that I can see in in my immediate environment and wonder what I might be able to see in other environments.</p>	<p>I will have the opportunity to: Develop ideas of grouping and cause and effect.</p> <p>Make predictions.</p> <p>Find ways to solve problems.</p> <p>Ask questions about how environments might vary from one another.</p>																																		
Year 2	<p>I will be able to: Give the differences between things that are living, dead, and things that have never been alive.</p> <p>Explain how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p>Name a range of different habitats and some microhabitats and give examples of the plants and animals that I could find here.</p> <p>Describe how animals get their food from plants and other animals.</p> <p>Use a simple food chain to show how animals and plants rely on each other.</p>	<p>I will have the opportunity to: Observe, explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Sort and classify things according to whether they are living, dead, or have never been alive.</p> <p>Observe, identify and name a variety of plants and animals in our local habitats, including microhabitats.</p> <p>Create simple food chains from first hand observations, research and picture books.</p> <p>Draw and label simple diagrams of animals and plants.</p>	<table border="0"> <tr> <td><i>habitat</i></td> <td><i>nocturnal</i></td> </tr> <tr> <td><i>micro-habitat</i></td> <td><i>local</i></td> </tr> <tr> <td><i>environment</i></td> <td><i>global</i></td> </tr> <tr> <td><i>living</i></td> <td><i>woodland</i></td> </tr> <tr> <td><i>dead</i></td> <td><i>pond</i></td> </tr> <tr> <td><i>alive</i></td> <td><i>seashore</i></td> </tr> <tr> <td><i>food chain</i></td> <td><i>ocean</i></td> </tr> <tr> <td><i>predator</i></td> <td><i>rainforest</i></td> </tr> <tr> <td><i>prey</i></td> <td><i>polar</i></td> </tr> <tr> <td><i>herbivore</i></td> <td><i>urban</i></td> </tr> <tr> <td><i>carnivore</i></td> <td></td> </tr> <tr> <td><i>omnivore</i></td> <td></td> </tr> </table>	<i>habitat</i>	<i>nocturnal</i>	<i>micro-habitat</i>	<i>local</i>	<i>environment</i>	<i>global</i>	<i>living</i>	<i>woodland</i>	<i>dead</i>	<i>pond</i>	<i>alive</i>	<i>seashore</i>	<i>food chain</i>	<i>ocean</i>	<i>predator</i>	<i>rainforest</i>	<i>prey</i>	<i>polar</i>	<i>herbivore</i>	<i>urban</i>	<i>carnivore</i>		<i>omnivore</i>		<p>Rachel Carson</p> <p>John Muir</p>								
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Year 4	<p>I will be able to: Name the main animal and plant groups and describe their features.</p> <p>Create and use a dichotomous key to identify and group animals and plants in our local environment.</p> <p>Explain the impact of deforestation, global warming and pollution on living things.</p> <p>Explain how animals and plants are adapted to their environment.</p> <p>Explain how humans affect the environment on a local and global scale.</p> <p>Suggest ways in which environmental damage can be reversed or changed.</p>	<p>I will have the opportunity to: Observe plants and animals in different habitats throughout the year.</p> <p>Collect and record data about living things found in different habitats in our local area.</p> <p>Classify and group living things in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment</p> <p>Carry out fieldwork and research to explore local environmental issues.</p>	<table border="0"> <tr> <td><i>classification</i></td> <td><i>eco-system</i></td> </tr> <tr> <td><i>groups</i></td> <td><i>pollution</i></td> </tr> <tr> <td><i>dichotomous</i></td> <td><i>damage</i></td> </tr> <tr> <td><i>key</i></td> <td><i>deforestation</i></td> </tr> <tr> <td><i>vertebrates</i></td> <td><i>global</i></td> </tr> <tr> <td><i>invertebrates</i></td> <td><i>warming</i></td> </tr> <tr> <td><i>exoskeleton</i></td> <td><i>floods</i></td> </tr> <tr> <td><i>endoskeleton</i></td> <td><i>litter</i></td> </tr> <tr> <td><i>bird</i></td> <td><i>conservation</i></td> </tr> <tr> <td><i>reptile</i></td> <td><i>nature</i></td> </tr> <tr> <td><i>mammal</i></td> <td><i>reserve</i></td> </tr> <tr> <td><i>fish</i></td> <td><i>camouflage</i></td> </tr> <tr> <td><i>insect</i></td> <td><i>species</i></td> </tr> <tr> <td><i>environment</i></td> <td><i>adaptation</i></td> </tr> <tr> <td></td> <td><i>conditions</i></td> </tr> <tr> <td></td> <td><i>characteristic</i></td> </tr> </table>	<i>classification</i>	<i>eco-system</i>	<i>groups</i>	<i>pollution</i>	<i>dichotomous</i>	<i>damage</i>	<i>key</i>	<i>deforestation</i>	<i>vertebrates</i>	<i>global</i>	<i>invertebrates</i>	<i>warming</i>	<i>exoskeleton</i>	<i>floods</i>	<i>endoskeleton</i>	<i>litter</i>	<i>bird</i>	<i>conservation</i>	<i>reptile</i>	<i>nature</i>	<i>mammal</i>	<i>reserve</i>	<i>fish</i>	<i>camouflage</i>	<i>insect</i>	<i>species</i>	<i>environment</i>	<i>adaptation</i>		<i>conditions</i>		<i>characteristic</i>	<p>Guy Callendar</p> <p>Kate Marvel</p> <p>Greta Thunberg</p>
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Year 5	<p>I will be able to: Describe and label the parts of a flowering plant involved in sexual reproduction.</p> <p>Describe sexual and asexual reproduction in plants.</p> <p>Describe the process of reproduction in some animals including mammals, insects and amphibians.</p> <p>Compare the life cycles of different groups of animals.</p>	<p>I will have the opportunity to: Observe and compare the life cycles of plants and animals in our local environment with other plants and animals around the world.</p> <p>Ask questions and suggest reasons for similarities and differences.</p> <p>Observe changes over time in animals (<i>e.g.metamorphosis</i>) either in real life or through video footage.</p>	<table border="0"> <tr> <td><i>reproduce</i></td> <td><i>style</i></td> </tr> <tr> <td><i>life cycle</i></td> <td><i>ovary</i></td> </tr> <tr> <td><i>male</i></td> <td><i>ovule</i></td> </tr> <tr> <td><i>female</i></td> <td><i>carpel</i></td> </tr> <tr> <td><i>fertilisation</i></td> <td><i>nucleus</i></td> </tr> <tr> <td><i>fruit</i></td> <td><i>pollen</i></td> </tr> <tr> <td><i>seed</i></td> <td><i>tube</i></td> </tr> <tr> <td><i>embryo</i></td> <td><i>egg</i></td> </tr> <tr> <td><i>stigma</i></td> <td><i>birth</i></td> </tr> <tr> <td><i>sexual</i></td> <td><i>off-spring</i></td> </tr> <tr> <td><i>asexual</i></td> <td></td> </tr> <tr> <td><i>metamorphosis</i></td> <td></td> </tr> </table>	<i>reproduce</i>	<i>style</i>	<i>life cycle</i>	<i>ovary</i>	<i>male</i>	<i>ovule</i>	<i>female</i>	<i>carpel</i>	<i>fertilisation</i>	<i>nucleus</i>	<i>fruit</i>	<i>pollen</i>	<i>seed</i>	<i>tube</i>	<i>embryo</i>	<i>egg</i>	<i>stigma</i>	<i>birth</i>	<i>sexual</i>	<i>off-spring</i>	<i>asexual</i>		<i>metamorphosis</i>		<p>James Brody</p> <p>Ernest Everett Just</p>								
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Year 6

I will be able to:

Explain the features of all living things.

Name different microorganisms and describe how some are helpful but some are harmful.

Name the 7 main groups of vertebrates.

Name some groups used to classify invertebrates.

Use classification keys to classify plants into the 5 main plant groups.

Create a dichotomous key to classify living things from a range of habitats.

I will have the opportunity to:

Identify scientific evidence to support classification.

Carry out fieldwork to classify living things in our local and global environment.

Classify groups of living things by identifying similarities and differences.

Classify animals according to their specific characteristics.

*classification
vertebrate
invertebrate
micro-
organism
algae
moss
liverwort
fern
horsetail
conifer
flowering
plant
echinoderm
mollusc
crustacean
flat worm*

*round worm
phylum
genus
species
fungi
bacteria
virus
protist
vaccination
symbiotic
parasite
toxin
multi-cellular
autotroph
heterotroph*

**Carl
Linnaeus**

**Evelyn
Cheesman**

