Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

Sustainability

Subject: Science
Year group: 4
Term: Summer
Unit name: Living Things and their habitats
Strand: Biology

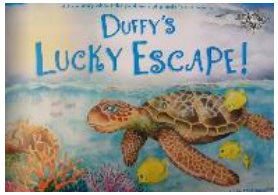
Prior Knowledge - Animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates. Animals can be grouped into carnivores, herbivores and omnivores. The differences between the teeth of carnivores and herbivores. The names of some common wild and garden plants and deciduous and evergreen trees. Examples of habitats (including microhabitats) and the animals and plants that can be found there. Living things depend on each other to survive. How food chains and food webs work. How land use has changed over time and the effects this has on the environment (e.g. urban development)

Key Vocabulary: Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, fish, amphibian, reptile, bird, mammal, vertebrate, invertebrate, shelter, food, protection.

Key Scientists:

Carl Linnaeus
David Attenborough
Steve Irwin

Suggested books:



National curriculum:

- 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 the environment.
- Recognise that environments can change and this can sometimes pose dangers to living things.

Working Scientifically:

- Ask relevant questions.
- Make careful observations and use a range of equipment.
- Gather, record and classify data.
- Record findings using scientific language, drawings, labelled diagrams.
- Identify similarities and differences.
- Use straightforward scientific evidence to answer questions to support findings.

Compassion	Hope

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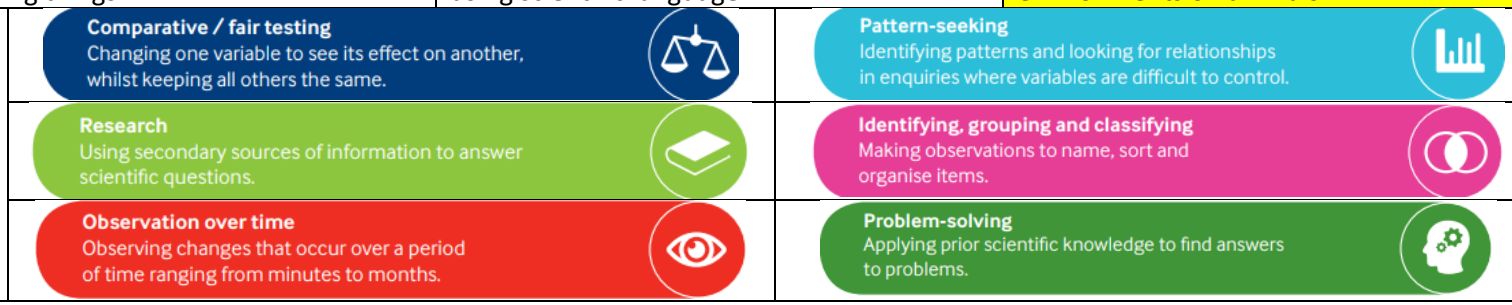
Key learning objectives- ***Highlighted boxes = Learning Objective for that lesson. The other two are your Success Criteria.***		
Knowledge	**Working Scientifically**	**Scientific Enquiry**
To group living things in a variety of ways	To observe the features of living things	To identify different animals and classify them into different groups.
To explore and use classification keys to help group.	To identify similarities and differences in human characteristics.	To identify and classify based on human characteristics.
To identify and name a variety of living things in the environment.	To gather, record and classify data.	To identify patterns by finding and identifying mini beast habitats.
To identify and name a variety of living things in the environment and I can explore classification keys further.	To ask relevant questions.	To identify and classify living things.
To recognise that environments can change, and this can sometimes pose changes to living things	To use evidence to answer questions.	To use research about endangered animals to show how environments can change.
To recognise that environments can change and this can sometimes pose changes to living things.	To record my findings from investigatio using scientific language.	To research the effects of changing environments on animals.

Scientific Enquiry Key



Assessment- Key indicators:

Children identify that animals and plants can be classified in a number of possible ways including vertebrates and invertebrates, flowering and non-flowering plants.

Children can ask yes/no characteristic questions to classify a small number of living things.

Can name living things in a range of habitats, giving key features that helped identify them.

Can give examples of how an environment may change both naturally and due to human impact. Can use classification keys to identify unknown plants and animals.