Year 4: Living Things and their Habitats

Kindness Enjoyment Achievement

Key Concepts:	**Types of Enquiry:**	**Vocabulary:**
Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things. We can use venn diagrams, tables and branching diagrams to sort animals and plants. We need to compare their observable features AND what we know about their life processes. Living things live in environments to which they are suited (recap on Y2 learning). These environments may change naturally (e.g. fire/ flood/ earthquake). Humans also cause the environment to change- can be a positive (e.g. nature reserves) or negative (e.g. littering, deforestation) impact. Environments change with the seasons so different things can be found in them at different times.	Sorting and classifying: Play "Guess who" based on whole class: ask questions to eliminate people. Sort animals and plants by observable features Sort animals and plants by what we know about their life cycles. Use and make keys to identify plants and animals in school grounds. Fair/ comparative test: Use of secondary sources: Life processes of a variety of animals- so they can use their knowledge to sort. Research how Jane Goodall learned about the habits of chimpanzees and why she still needs to work to protect their habitat. Research how endangered animals are being affected by environmental changes: e.g. water vole, great crested newt, bee, orangutan, panda, tiger, hammerhead shark – others possible. Pattern seeking:	Classification Classification key Environment Habitat Human impact Positive Negative Migrate Hibernate Venn diagram Branching diagram Sustainability Vertebrate/ invertebrate (recap from Y3) Lungs/gills Mammal/ bird/ fish/reptile/ amphibian Snails and slugs/ worms/ spiders/ insects. Flowering plants/ non flowering plants

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	How are animals and plants the same? How are they different?	
	Working scientifically skills: Questioning: Recognise when and how secondary sources might help to answer questions that can't be answered through practical investigations. Observing: Close observation of observable features. Identify and classify: Use and develop keys to identify, classify and describe living things. Use & construct venn diagrams and branching diagrams. Testing: Predicting: Recording: Recording data inClassification keys: venn diagrams, branching diagrams. Letter/ poster. Concluding:	**How it fits in with the rest of the curriculum:** Y1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Y2: Identify that most living things live in habitats to which they are suited, and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Food chains. Carnivore/ omnivore/ herbivore Identify and name a variety of plants and animals in their habitats, including micro-habitats. Life cycle of chickens, frogs and humans.

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		Explore and compare the difference between things that are living, dead and things that have never been alive. Y3: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Y5: Describe the differences in the life cycles of a mammal, an amphibian , an insect and a bird. Y6: 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 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
		Cross curricular links: English: Research skills; Maths: venn diagrams, carroll diagrams.