

Year 4: Living things and their habitats

What should I already know?

Science - Asking questions about how the world works and finding the answers.

Identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other. Describe how animals obtain their food from plants & other animals, using the idea of a simple food chain, & identify & name different sources of food.

N/C - 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 their local and wider environment
Recognise that environments can change and that this can sometimes pose dangers to living things.

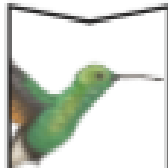
vertebrates



mammals



fish



birds

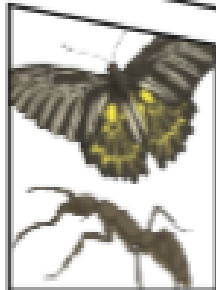


reptiles

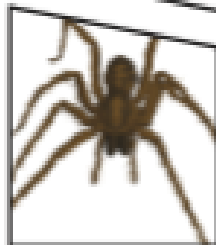


amphibians

invertebrates



insects



spiders



worms



slugs and snails

Significant information

350 B.C.

Aristotle (a Greek philosopher) classified all things into 4 main groups. Human beings, animals, plants and non-living.

Changes to an environment can be natural or caused by humans. Changes to an environment can have positive as well as negative effects.



Interesting fact - Gorillas can catch human colds and other illnesses.

Glossary/Key Learning

Habitat	A place where an animal lives.
Deforestation	The permanent removal of trees.
Pollution	Pollution is when gases, smoke and chemicals are introduced into the environment.
What are the 7 characteristics of living things?	Movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.
What are vertebrates?	Vertebrates are animals with a backbone.
What are invertebrates?	Invertebrates are animals without a backbone.
Man-made threats to the environment.	Air pollution, water pollution, rubbish.



Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition

MRS GREN















Science Year 4 - Living Things and their Habitats

National Curriculum Objectives:

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

Prior Objectives:

- Explore & compare the differences between things that are living, dead, & things that have never been alive
- Identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other
- Identify & name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants & other animals, using the idea of a simple food chain, & identify & name different sources of food.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
 Skill - Identify  Knowledge - Name 7 characteristics of living things.	 Skill - Classify  Knowledge - Vertebrates are animals with a backbone.	 Skill - Compare  Knowledge - Recognise the characteristics of different animals.	 Skill - classify  Knowledge - Invertebrates do not have a backbone.	 Skill - Investigate  Knowledge - A habitat is a place where an animal lives.	 Skill - Identify  Knowledge - deforestation, pollution and urbanisation can harm wildlife.
<p><u>WALT: Identify the characteristics of living things.</u></p> <p>WILF: -Generate questions -Identify 7 characteristics -Create a poster</p> <p>Discuss what things are living and what they all have in common. Chn generate questions about living things.</p> <p>Revise 'Mrs Nerg' (the 7 characteristic of all living things)</p> <p>Each child is given 1 characteristic, which they need to explain in 1 minute.</p> <p>Recording: Chn create a Mrs Nerg poster.</p>	<p><u>WALT: Classify vertebrates.</u></p> <p>WILF: -Name different groups -Use a classification key -Identify vertebrates</p> <p>Why do we need to classify? What are vertebrates? Why do scientists find grouping animals useful?</p> <p>Explain how vertebrates can be split into amphibians, birds, fish, mammals and reptiles.</p> <p>Children find similarities and differences.</p> <p>Recording: Chn answer the questions on the classification to find where the animals go.</p>	<p><u>WALT: Recognise the characteristics of different vertebrates.</u></p> <p>WILF: -Name different groups -Find similarities -Find differences</p> <p>Chn look at the different groups (amphibians, birds, fish, mammals and reptiles) in more detail and present one group to the class.</p> <p>Recording: Film presentation and create QR code.</p>	<p><u>WALT: Classify invertebrates.</u></p> <p>WILF: -Name different groups -Use a classification key -Identify vertebrates -Make a poster</p> <p>What are invertebrates? Explain how invertebrates can be split into different groups. Videos of insect characteristics. Read a classification key.</p> <p>Look at the characteristics of insects more in depth.</p> <p>Recording: Create a poster. Chn answer the questions on the classification to find where the animals go.</p>	<p><u>WALT: Identify living things in the local environment.</u></p> <p>WILF: -Identify what makes a habitat. -Experiment safely -Make observations.</p> <p>What is a habitat? What do living things need in their habitat? Chn discuss which living things they might be able to find in the local area. In groups, Children take magnifying glasses outside & look for animals & plants.</p> <p>Recording: Chn write and draw their observations.</p>	<p><u>WALT: Recognise changes to the local environment.</u></p> <p>WILF -Identify the dangers to wildlife -Name endangered species -Suggest how to help environment.</p> <p>Show children pictures of different changes that might occur. Chn group them into natural changes and changes caused by humans.</p> <p>Recording: Chn create a news report to raise awareness and to inform people how they can help. Film report and create QR code.</p>
<p>Assessment: Use the vocabulary mat to assess the children's prior knowledge and use the mats again to assess what the children have learnt.</p>					

Key Vocabulary: Environment, flowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation, pollution



environment



flowering



plant



animals



reptiles



vertebrates



fish



amphibians



reptiles



mammals



human impact



nature reserves



deforestation



pollution



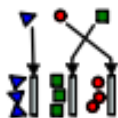
characteristics



urbanisation



natural



classify



insects

