Year 4 - Science - Unit 4 - Living Things and their Habitats

New Wave Federation

Knowledge I already have

In Year 1, I learnt to:
- 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).
In Year 2, I learnt to:
- identify and name a variety of plants and animals in their habitats, including microhabitats.

Future Knowledge

In Year 5, I will:
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
In Year 6, I will:
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- give reasons for classifying plants and animals based on specific characteristics.

New Knowledge

By the end of this unit, I will:
- 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 local and wider environment.
- recognise that environments can change and that this can sometimes pose dangers to living things.

Scientific Enquiry

Observing Over Time and Pattern Seeking:
- I will observe plants and animals in different habitats throughout the year. Use diagrams, tally charts, tables to gather data. Compare and contrast the living things observed.
Identifying and Classifying:
- I will use classification keys to name unknown living things.
- I will identify and classify unknown plants and animals found in different habitats based on their features using classification keys.
Researching using Secondary Sources:
- I will use secondary sources to find out about how environments may naturally change.
- I will use secondary sources to find out about human impact, both positive and negative, on environments and present as a campaign video.

Key Ideas & 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.
Living things live in a habitat which provides an environment to which they are suited (Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering). These environments also change with the seasons; different living things can be found in a habitat at different times of the year.

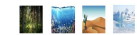| Term		Definition
classification		Arranging or sorting living things into groups with a common feature.
classification key		A set of questions about the characteristics of living things.
environment		The air, water and land in/on which humans, animals and plants live.
habitat		A place where an animal/plant lives.
hibernate		A deep and prolonged sleep taken by some animals to survive winter.
human impact		The effects of human actions on the environment.
migrate		Movement from one area to another.
negative		Harmful or bad.
positive		Beneficial or good.