

- **PRIOR KNOWLEDGE:** In Year 3 they learned about the function of different parts of plants, what they need in order to grow successfully and the life cycle of plants including pollination and seed dispersal.

SCIENCE: Living Things and their Habitats (Y4) Autumn 1

NATIONAL CURRICULUM: Pupils should be taught to: 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 and recognise that environments can change and that this can sometimes pose dangers to living things.

Enquiry Questions:

1. **Survey of the animals found in the school grounds then How can we classify them?**
2. **How can the flower and leaf help to identify the plant and tree?**
3. **How can classification keys be used - practice?**
4. **How can classification keys be used – make your own!**
5. **– How does a change in the environment affect the things that live there?**
6. **– What changes have affected environments throughout the world?**

CONTEXT:

Children study living things and their habitats in years 4, 5 and 6 so this is the first year that the unit is introduced to them following the learning in year 3 about plants. Children begin to group living things by their characteristics and understand their habitats and consequently some of the threats to these.

KEY VOCABULARY:

Habitat, micro habitat

Pond, meadow, log pile, woodland, river, lake, beach, cliff

Organism – plant, animal

Trees - deciduous, evergreen, ash, birch, beech, rowan, common lime, oak, sweet chestnut, horse chestnut, apple, willow, sycamore, fir, pine, holly, etc

Wild flowering plants - cleavers, coltsfoot, daisy, dandelion, garlic mustard, mallow, mugwort, plantain, red clover, self heal, shepherd's purse, sorrel, spear thistle, white campion, white deadnettle and yarrow.

Garden plants – crocus, daffodil, bluebells, etc

Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs

Invertebrates – snail, slug, woodlouse, spider, beetle, fly, etc

Pond animals – pond skater, water slater, ramshorn snail, pond snail, leech, common frog, smooth newt, etc

STICKY KNOWLEDGE:

1. To know that living things can be grouped in a variety of ways.
2. To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
3. To know that environments can change and that this can sometimes pose dangers to living things.

SKILLS:

To be able to gather, record, classify and present data in a variety of ways to help in answering questions.

To be able to report on findings from enquiries, including oral and written explanations.