



St James' Church of England Primary School

Science Overview Sheet



Year 4 – Living Things and Habitats



Rationale: Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. **Note:** Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.

Pre-unit task: Knowledge Organiser Quizzes

Working Scientifically:

- Using and making simple guides or keys [sorting, grouping, comparing, classifying] to explore and identify local plants and animals.
- Making a guide [sorting, grouping, comparing, classifying] to local living things.
- Raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched

Statutory Requirements:

- 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
- construct and interpret a variety of food chains, identifying producers, predators and prey (NB: this point also in 'Animals – Teeth, eating and digestion')
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Overview:

Lesson 1: Grouping Living Things - I can use a range of methods to sort living things.
Lesson 2: Classifying Vertebrates - I can generate questions to use in a classification key.
Lesson 3: Invertebrate Hunt - I can use a key to identify invertebrates
Lesson 4: Classification Keys - I can show the characteristics of living things in a table and a key.
Lesson 5: Local Habitat Survey - I can recognise positive and negative changes to the local environment.
Lesson 6: Environmental Changes - I can describe environmental dangers to endangered species.

Cross Curricular Links

Resources

Magnifying glasses • Clipboards • Items for capturing and carrying invertebrates e.g. paint brushes, plastic spoons, plastic pots with lids • Hand sanitiser • Mini whiteboards and pens - class set • Sticky notes • Clipboards • Make preparations for an outdoor visit to a suitable local habitat. This could be a local park or an area of the school grounds that will show signs of man-made changes. • Topic books on endangered species • Internet access

Notes and Guidance

Most Children will: • Generate criteria to use to sort living things. • Sort living things into a Venn diagram. • Sort living things into a Carroll diagram. • Use questions to sort animals using a key. • Use a key to identify invertebrates by looking at their characteristics. • Use the characteristics of living things to sort them using a classification key. • Show the characteristics of living things in a table.

Less Able Children will: • Sort living things into groups. • Generate questions about animals. • See similarities and differences between vertebrates. • Identify vertebrate groups. • Identify the characteristics of living things. • Suggest how to have a positive effect on the local environment.

More Able Children will: • Explain, using evidence, how they have identified invertebrates. • Explain in more detail how changes to the environment have affected endangered species.