

Year 4 – Living things and their habitats

NB – This document should be used in conjunction with the support planning material created by S.Lines.

By the end of the unit children should know that... (Sticky Knowledge)

- Living things can be divided into groups based upon their characteristics
- Environmental change affects different habitats differently
- Different organisms are affected differently by environmental change
- Different food chains occur in different habitats
- Human activity significantly affects the environment



Secure learning indicators

Can name living things living in a range of habitats, giving the key features that helped them to identify them

Can give examples of how an environment may change both naturally and due to human impact

Can keep a careful record of living things found in different habitats throughout the year (diagrams, tally charts etc.)

Can use classification keys to identify unknown plants and animals

Can present their learning about changes to the environment in different ways e.g. campaign video, persuasive letter

_____ talks about the similarities and differences between examples of plants and animals. _____ is able to use these to group living things in a variety of ways. _____ has successfully used keys to identify and name living things in her local and wider environment. _____ asks appropriate questions in order to group living things and to create keys.

_____ recognises that environments can change and that this can sometimes pose danger to living things (the weedy sea dragon).

_____ shows an understanding that human actions can impact on the environment and can suggest some solutions to the issues.





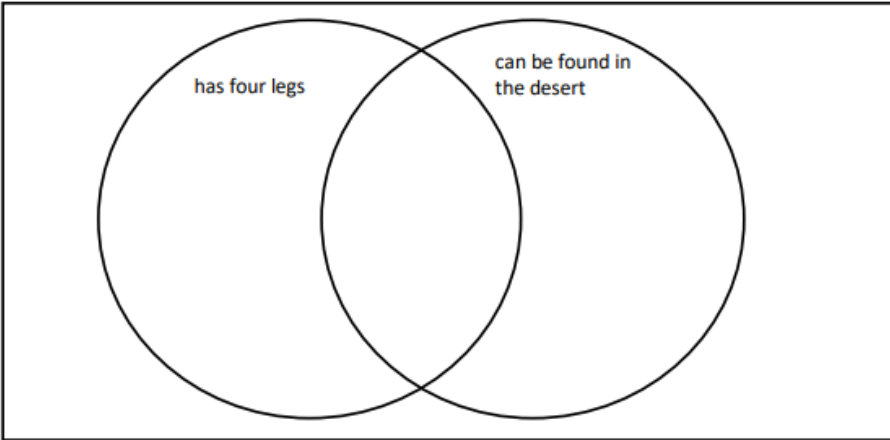
Assessment Indicators for working scientifically in Year 4 - Gather, record and classify data

Working Towards: Children can identify various living creatures by obvious differences and begin to suggest methods of grouping them.

Secure: Children identify that animals and plants can be classified in a number of possible ways including vertebrates and invertebrates, flowering and non-flowering plants.

Mastery: All groups are sorted by the same characteristic and some groups may be sub-divided. Connections are made between types of living creatures and plants found in each group, e.g. most insects live in a dark place under rocks or logs.

Cold/ Hot task ideas...

<p>Question 1: Write the word of each living thing in the Venn diagram to show where they belong.</p>	<p>Question 4: Which three things do all animals do?</p>
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  camel  cactus  polar bear  whale </div> <div>  </div> </div>	<p>Move</p> <p>Walk</p> <p>Reproduce</p> <p>grow</p>
<p>Question 2: Which of these is not a vertebrate?</p>	<p>Question 5: What can we use to help us accurately identify living things?</p>
<p>Bird</p>	<p>A food chain</p>
<p>Mammal</p>	<p>Looking after the environment</p>
<p>Reptile</p>	<p>A classification key</p>
<p>insect</p>	<p>Living processes</p>
<p>Question 3: A duck and a fish are similar because... tick all that apply.</p>	
<p>They both lay eggs</p>	
<p>They are invertebrates</p>	
<p>They both breathe using gills</p>	
<p>They both need food and water to survive</p>	

Name some minibeasts.

What features do mammals have?

How are a cow and a human different?

Living things and their environment

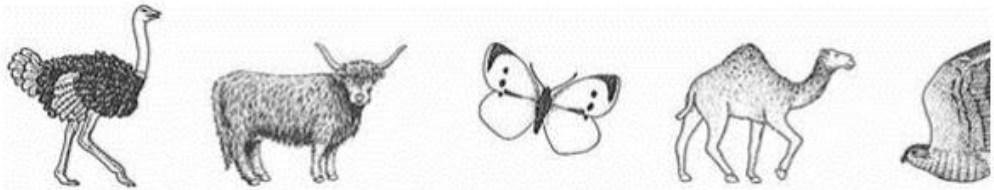
What do you know?

What is a habitat?


Name one way we can help the local environment.

Name the different animals groups.

Support section



ostrich cow butterfly camel sparrowhawk

 Tick **TWO** boxes to show which **two** things the cow and camel have in common.

They both have horns.	<input type="checkbox"/>	They both have fur or hair.	<input type="checkbox"/>
They both have a hump.	<input type="checkbox"/>	They both have four legs.	<input type="checkbox"/>

3. Draw lines to match the vertebrate to its type:

Vertebrate
shark
elephant
snake
frog
robin

Type
mammal
amphibian
bird
reptile
fish