



Be the Best We Can

Topic: Living things and their habitats

Buglawton Primary School

Subject : Science Year: 4 Term:

What should I already know?

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)
 Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)
 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)
 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)
 Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

What will I know by the end of the unit?

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.

What will I be able to do by the end of the unit?

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

Agreed Real-life Outcome

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

Key Vocabulary	
organisms	This is another word that can be used to mean 'living things'.
life processes	The things living things do to stay alive.
respiration	A process where plants and animals use oxygen gas from the air to help turn their food into energy.
sensitivity	The way living things react to changes in their environment .
reproduction	The process through which young are produced.
excretion	The process by which living things get rid of waste products.
nutrition	Food which provides living things with energy to live and stay healthy.
habitat	The specific area or place in which particular animals or plants may live.
environment	An environment contains many habitats and these include areas where there are both living and non-living things.
endangered species	A plant or animal where there are not many of their species left and scientists are concerned that the species may become extinct .
extinct	When a species has no more members alive on the planet, it is extinct .

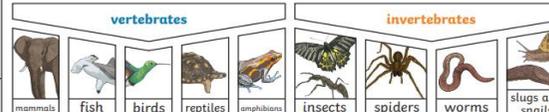
Life Processes	
To stay alive and healthy, all living things need certain conditions that let them carry out the seven life processes :	
Movement	Growth
Respiration	Reproduction
Sensitivity	Excretion
	Nutrition



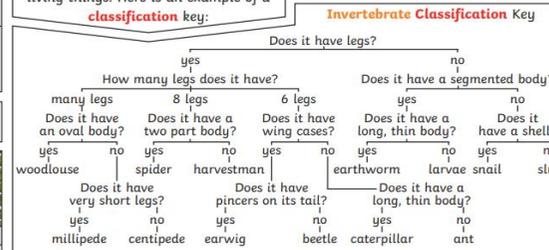
Changes to an environment can be natural or caused by humans. Changes to an environment can have positive as well as negative effects. Here are some examples of things that can change an environment .	<ul style="list-style-type: none"> • earthquakes • storms • floods • droughts • wildfires • the seasons 	<ul style="list-style-type: none"> • deforestation • pollution • urbanisation • the introduction of new animal or plant species to an environment • creating new nature reserves 	Plants and animals rely on the environment to give them everything they need. Therefore, when habitats change, it can be very dangerous to the plants and animals that live there.
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Key Vocabulary	
classification	This is where plants or animals are placed into groups according to their similarities.
vertebrates	Animals with a backbone.
invertebrates	Animals without a backbone.
specimen	A particular plant or animal that scientists study to find out about its species.
characteristics	The distinguishing features or qualities that are specific to a species.

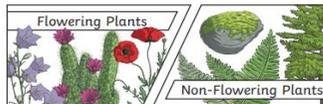
Animals can be grouped in lots of different ways based upon their **characteristics**.



Vertebrates can be separated into five broad groups.
 You can use **classification** keys to help group, identify and name a variety of living things. Here is an example of a **classification** key:



Plants can be sorted into many different groups. For example:



Assessment:

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Cold task: go through vocabulary: What do they know? Record on post it notes and add to group books

Hot task: update what they know regarding the vocabulary.

Complete Headstart topic test and add in a pocket of group books.

Complete Headstart term tests: end of Autumn, Spring and Summer. Add data to DC PRO

