

Year Group	4
Term	Summer
Subject	Science

Topic	Living things and their habitats
Curriculum Intent	To recognise the different groups of plants and animals and be able to identify key features and use to make simple classification keys. To recognise that environments can change for different reasons.

Key Vocabulary	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, vertebrate, invertebrate, reptiles, amphibians, mammals, birds, fish, deciduous, evergreen.
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Scientific Skills	• To ask relevant questions and using different types of scientific enquiries to answer them • To set up simple practical enquiries, comparative and fair tests • To make systematic and careful observations • To gather, record, classify and present data in a variety of ways to help in answering questions • To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • To reporting on findings from enquiries • To using results to draw simple conclusions, suggest improvements and raise further questions
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Scientific Knowledge	• To recognise that living things can be grouped in a variety of ways • To explore and use classification keys to help group • To use classification keys to identify and name a variety of living things in their local and wider environment • To recognise that environments can change and that this can sometimes pose dangers to living things
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Week	Learning Objective	Activities	Outcome
1	To identify living thing recognising what they have in common.	Look at pictures of living things (plants and animals) and ask children to explore what they all have in common. Introduce/revisit characteristics of living things (Mrs. Gren). Group pictures into living and non-living.	To use features to classify living things into groups.
2	To identify features and group animals.	Use pictures of animals and group them in different ways. Explore knowledge and understanding of animal groups e.g. invertebrates, vertebrates, mammals, reptiles.	To recognise features of different vertebrate groups.
3	To ask questions to create a key. To use a classification key.	Show some different classification keys and teach/model how they work. Model how to make a key using features of animals and questions. Children make their own classification keys.	To make a simple key to classify animals.
4	To use a key to identify different groups of plants.	Use a selection of plants – use a classification key to identify the different types. Examine features of different plant groups e.g. flowering and non-flowering, evergreen and deciduous. Sketching of plants (linked to art).	To identify features of different plants.
5	To recognise different habitats.	Introduce the term habitat and identify ones they know. Identify plants and animals in the different habitats. Visit a local park and explore the plants and animals living in the different habitats.	To recognise different habitats and identify some plants and animals that live in them.
6	To recognise how changes to habitats can pose a threat to the plants and animals within it.	Look at different habitats – local and from around the world. Research how they might have changed and what happened because of this.	To explain the threats different habitats are under.