

National Curriculum:

Pupils should be taught to (Yr 4)

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

Prior Knowledge:

- This builds on KS 1 knowledge of describing habitats, including microhabitats.
- Identify, naming and grouping animals and plants

Key Vocabulary:

Classification,
classification keys,
environment
habitat
human impact
positive
negative
migrate
hibernate

Working Scientifically:

Observe Changes over time:

Subject:

Science

Year 3 /4

Living things and their habitats

(Under the Canopy)



Context:

Children can identify, classify and name living things in their environment.

Children understand the impact of human activity on the environment.

Sticky Knowledge

Living things can be grouped in different ways.

Classification keys can help group living things in their environment.

When environments change or human activity poses dangers to living things.

Life cycles occur in plants, animals and microorganisms.

David Attenborough has studied the life cycles of many animals, including sexual and asexual reproduction.

Enquiry Questions:

- 1) How are these animals similar?
- 2) How does the variety of invertebrates on the school field change over the year?

Skills:

- Set up simple practicals to observe changes over time.
- Ask relevant questions and record answers (Y4).
- Make systematic observations and take accurate measurements.