



Year 4 – Living things and their habitats



Working Scientifically		Sticky Knowledge		Linked Texts	Key Scientists
- Recall and use specific scientific vocabulary accurately (year group key vocabulary) - Ask relevant questions and use different types of scientific enquiries to answer them, include making their own questions - Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - Gather, record, classify and present data in a variety of ways to help in answering questions - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Identify differences, similarities or changes related to simple scientific ideas and processes - Use straightforward scientific evidence to answer questions or to support their findings.		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		<i>The Vanishing Rainforest</i> (Richard Platt) <i>The Morning I Met a Whale</i> (Michael Morpurgo) <i>Journey to the River Sea</i> (Eva Ibbotson)	Rachel Carson (Aquatic Biologist who wrote about environmental pollution) Jaques Cousteau (Marine Biologist)
		From Year 2 • Some things are living, some were once living but now dead and some things never lived. • There is variation between living things. • Different animals and plants live in different places. Living things are adapted to survive in different habitats. • Environmental change can affect plants and animals that live there.			
Key Question(s):		Key Question(s):		WS vocabulary	
What are the main group that animals can be sorted into? What is a classification key? Can you give four examples of vertebrates? What are the features of a reptile? What properties could you use to classify invertebrates? What questions might you see on a classification key for sorting leaves? Can you describe how environments change and how this can effect living things?		What food chains and webs are there in our local habitat? How does energy move through the food chain? How does removal of one species from an environment, affect others? (keystone species) How does environmental change affect different organisms? What are the most important things we could do to improve our outside area? (big hotels, pond, compost, wildflowers) How does human activity affect our environment (ferries on the Solent? Sandown Airport? KFC?		Investigation, enquiry, prediction, variable, dependent variable, independent variable, constant, patterns, equipment, apparatus, method, results, conclusion, graph, patterns, distance, data, theory, fair test, reasoning	
Teaching suggestions in Enquiry types					
Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question – Problem solving
Does the amount of light affect how many woodlice move around? 	Can we use the classification keys to identify all the animals that we caught pond dipping? 	How does the variety of invertebrates on the school field change over the year? 	How has the use of insecticides affected bee population? 	Why are people cutting down the rainforests and what effect does that have? 	Are living things in danger? (Also use EXPLORIFY) <u>Assessment Opportunity</u> 

