

BRUNSHAW PRIMARY SCHOOL



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Subject: Science	Year group: 4 Term: Autumn	Title: Living things and their habitats
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What should I already know? To compare the differences between things that are living, dead or have never been alive. Can describe how animals obtain their food from plants.	Facts I will learn - Living things (animal focus) are firstly grouped as vertebrates (backbone) and invertebrates (without a backbone). - Vertebrate group includes: mammals, fish, birds, reptiles and amphibians. - Mammals have warm blood and give birth to live young. - Birds have warm blood and lay eggs. - Fish have cold blood, lay eggs and have gills. - Reptiles have cold blood and have scales; they also live on land. - Amphibians live on both the land and in water and lay eggs. - Humans can have positive effects on the environment (e.g. nature reserves, garden ponds) and also negative effects (e.g. litter, deforestation). - Children can draw accurate classification tables; asking relevant questions.	Key Questions - How can we group different living things? - How do I know which living thing belongs to which group? - What is a classification key? - What local living things could I include in my classification key? - Why do environments change and what is the impact on living things there?						
Key Skills..... - Ask relevant questions and using different scientific enquiries to answer them. - Make systematic and careful observations, including taking accurate measurements.	Experiences that school will provide: A visit to the local area to look at habitats of different animals.	<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>Classification</td><td>Sorting according to similarities.</td></tr><tr><td>Environment</td><td>The surroundings in which something lives.</td></tr></table>	Key vocab	Definition	Classification	Sorting according to similarities.	Environment	The surroundings in which something lives.
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- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. - Report on findings from enquiries, including presentations of results and conclusions. - Use results to draw simple conclusions, make predictions and suggest improvements. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.		<table><tr><td>Habitat</td><td>The natural home or environment of an animal, plant or organism.</td></tr><tr><td>Migrate</td><td>Move from one habitat to another.</td></tr><tr><td>Hibernate</td><td>Spend the winter in dormant state.</td></tr></table>	Habitat	The natural home or environment of an animal, plant or organism.	Migrate	Move from one habitat to another.	Hibernate	Spend the winter in dormant state.
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Web links https://www.bbc.co.uk/bitesize/topics/z6wwxnb https://www.stem.org.uk/resources/community/collection/12774/year-4-living-things-and-their-habitats	Experiences that could be provided at home... Visit the local area to discover what is living there.							