

Year 4 Living things and their environment (Biology)



Prior and future learning

| Prior Knowledge | What's next? |
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| <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats). | <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats). |

Track your learning

| How I will show what I have learned | ☹️ | 😐 | 😊 |
|---|----|---|---|
| I can recognise that living things can be grouped in a variety of ways. | | | |
| I can explore and use classification keys to help group. | | | |
| I can identify and name a variety of living things in their local and wider environment. | | | |
| I can recognise that environments can change and that this can sometimes pose dangers to living things. | | | |

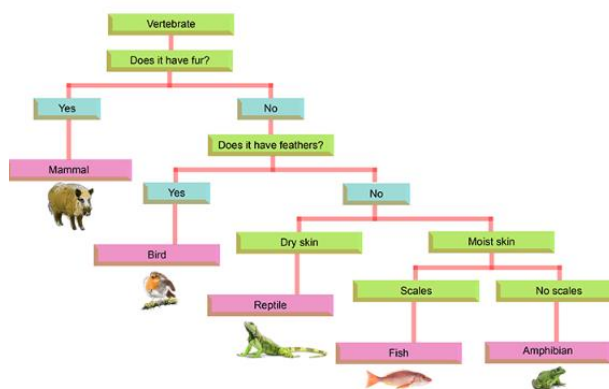
Key knowledge I need to understand

- Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things.
- Living things live in a habitat which provides an environment to which they are suited (Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering).
- These environments also change with the seasons; different living things can be found in a habitat at different times of the year.

Possible texts to read:

The Vanishing rainforest – *Richard Platt*
 The Morning I met a whale – *Michael Morpurgo*
 Journey to the river sea – *Eva Ibbotson*

Scientist: Cindy Looy
 (Environmental Change and Extinction)
 Jaques Cousteau (Marine Biologist)



Working scientifically assessment: Local environment survey

Link to maths curriculum:

Statistics:

- Constructing tables to record a range of data about life cycles of animals from the same vertebrate (*Compare, read and interpret information in tables, including timetables*).

| Vocabulary | |
|--------------------|--|
| Carnivore | An animal that eats meat. |
| Classification key | A system that divides things into groups or types. |
| Criteria | A factor on which something is judged. |
| Deciduous | Trees that lose leaves in the autumn every year. |
| Environment | All the circumstances, people, things, and events around them that influence their life. |
| Evergreen | A tree or bush which has green leaves all year around. |
| Excretion | The process of eliminating waste from the body. |
| Food chain | A series of living things which are linked to each other by feeding. |
| Habitat | The natural environment in which an animal or plant normally lives or grows. |
| Herbivore | An animal that only eats plants. |
| Invertebrate | A creature that does not have a spine. |
| Life Processes | The 7 processes that tell us that living things are alive. |
| Mini beast | A small invertebrate animal e/g/ spider, insect |
| Nutrition | The process of taking food into the body and absorbing the nutrients in those foods. |
| Omnivore | Person or animal eats all kind of food, meat and plants. |
| Organism | A living thing |
| Reproduction | When an animal or plant produces one or more individuals similar to itself. |
| Respiration | Process of respiring; breathing; inhaling and exhaling air. |
| Urban | Belonging to, or relating to, a town or city. |
| Vertebrate | A creature which has a spine. |