Year 4
Science
Term 6
Living things and their habitats

Final Outcome

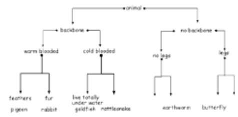
I can use a classification key to demonstrate my knowledge of different species.

Article 17 & 29

Component 6: To write a branching database for a variety of living things.

What we will know after this sequence:

- How to sort living things into groups using a classification key.
- How to create my own classification key for a group of animals in the local environment. How to check if a classification key is accurate or not.



Vocabulary: Classification key, grouping, sorting, yes/no questions, variety, environment, species

How will this feed into my next learning:
I will use my knowledge of classification keys to explore living things and the different groups they belong to in more depth in year 5.

SEND: To use visuals to demonstrate an understanding of classification keys for two or more animals.

Component 4: To make observational drawings of an invertebrate

What we will know after this sequence:

- How to use a branching database.
- How to make accurate observational drawings.
- How to show details more clearly through larger scale drawings.

Vocabulary: Observation, details, identify, classify, invertebrate

How will this feed into my next learning:
I will use my understanding of making observational drawings to create a group observational drawing.

SEND: Awareness of sensory sensitivities, support to identify detail.

Component 5: To observe details to help scientists classify living things.

What we will know after this sequence:

- How to notice tiny details to help scientists to further classify living things.
- That it is tiny details that help scientists classify living things.
- How to contribute to a large-scale detailed drawing of a living thing.

Vocabulary: Observation, classify, detail.

How will this feed into my next learning:
I will use my understanding of the detail of a living thing to create my own branching database.

SEND: Record verbal responses to task. Be aware of sensory sensitivities. Flexibility in recording learning.

Component 3: To understand how living things can be classified.

What we will know after this sequence:

- Why it is useful to classify living things.
- How to answer questions about the features of living things found in the local area.
- Why it is important to make accurate observations when describing the features of living things.

Vocabulary: Classify, sort, similar, different, branching database, identify, variety, question, explore, key

How will this feed into my next learning:
Children will use their understanding of how living things are classified to make accurate observational drawings of an invertebrate.

SEND: Record verbal responses to task, work in mixed ability groups, be aware of sensory sensitivities.

Component 2: To observe local habitats and record living things.

What we will know after this sequence:

- How to ask questions about local habitats and consider how to answer them.
- How to observe micro-habitats and record different living things.
- How to gather samples, photos and notes of different living things.

Vocabulary: Alive, dead, never been alive, plant, animal, insect, local, natural, man-made, observation, record, vertebrate, invertebrate, arachnid, question

How will this feed into my next learning:
I will use my understanding of environmental changes to understand how animals can be classified.

SEND: Use diagrams, ICT to record work, be aware of sensory sensitivities when outside.

Component 1: **To understand the characteristics of a living thing and to consider that living things can be grouped in a variety of ways.**

We should know: What a habitat is.
That different habitats exist which are home to different groups of living things.

What we will know after this sequence:

- How to identify the seven characteristics of a living thing.
- How to describe the living things that are likely to be found in their local environment and those that will not be found there.
- That living things can be grouped in a variety of ways.

To explore electrical games and resources, identifying what they know and what they need to know about electricity.

Vocabulary: Alive, dead, never been alive, movement, reproduction, sensitivity, nutrition, excretion, respiration, growth, habitat, local

Crocodile clip, bulb, buzzer, danger, electricity, cell, circuit, switch, battery, plug, mains, appliance, device, wire,

How will this feed into my next learning: I will use understanding of the characteristics of a living thing to observe local habitats and record living things.

SEND: Pre teaching new vocabulary using multisensory approach. Record verbal responses to task.