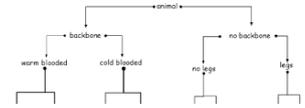


Final Outcome: I can create a classification key to identify animals in my local environment.

Component 6: To create a classification key for a group of animals.

What we will know after this sequence:

- How to group living things in a variety of ways.
- 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, animals,

How will this feed into my next learning:

I will use my knowledge of classification keys and environments changing to explore living things and the different groups they belong to in more depth in Year 5.

SEND: To have fewer animals to put into a classification key or to have a choice of which animals to use.

Component 4: How to minimise the effect of changes on the environment

What we will know after this sequence:

- That environments can change and that this can sometimes pose dangers to living things.
- How to identify difference, similarities or changes related to simple scientific ideas and processes.
- What they can do to help minimise the impact of climate change.
- Some of the changes that have caused the number of hedgehogs to decline.
- Bumblebees and what the impact of their declining numbers are.



Vocabulary: Impact, change, positive, negative, danger, living thing

How will this feed into my next learning:

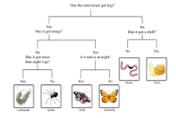
I will use my knowledge of potentially dangers to living things to explore how to use classification keys to group, identify and name living things in the local environment.

SEND: To have visuals to support identifying changes and key facts on paper, with visuals to present them and support memorisation of them.

Component 5: How to use classification keys

What we will know after this sequence:

- How to read and interpret classification keys.
- How to safely and concisely record and collect creatures from the local environment.
- How to identify plants and animals in the local environment and describe their habitats.



Vocabulary: Classification, animals plants, key, group, categories, habitats, features

How will this feed into my next learning:

I will use my knowledge of reading and interpreting classification keys to create my own classification key for an environment in the local area.

SEND: To work in mixed ability pairs to read and interpret the classification keys and to have practised these before the lesson. To have a simpler key if necessary with animals of interest too.

Component 3: To understand the 'greenhouse effect'

What we will know after this sequence:

- What the term 'greenhouse effect' means.
- How to conduct an experiment that highlights what the 'greenhouse effect' is.
- How to record temperatures over time on a table and graph.
- How to make systematic and careful observations.



Vocabulary: Climate, change, danger, greenhouse, thermometer, test, carbon dioxide, results, graph, table

How will this feed into my next learning:

I will use my knowledge of the greenhouse effect to explore the impact to living things if an environment changes.

SEND: To watch video on greenhouse effect prior to lesson and to work in mixed ability groups to record temperatures on table and graph.

Component 2: To identify natural and man-made changes on habitats

What we will know after this sequence:

- About regular changes such as tides and seasons.
- The difference between natural and man-made changes and be able to give a few examples.
- How to design a living thing that could withstand a huge range of changes to their environment.
- How to discuss the big changes such as climate change.



Vocabulary: Change, adapt, danger, threat

How will this feed into my next learning:

I will use my knowledge of natural and man-made changes to explore further how climate change is having an impact on the environment.

SEND: To be pre taught key vocabulary and to have word banks/sentence stems to support conversations and writing. To have visuals to support understanding of seasons and tides.

Component 1: To identify changes in the local environment

We should know:

- What a habitat is as well as being able to name a few species that may be found in different habitats.
- What the term microhabitat means.
- A range of habitats in their local area.

What we will know after this sequence:

- How to take photos on the iPad to record changes in the environment.
- Changes that have occurred in the local environment.
- How to debate positive and negative impacts on the environment if a new playground was made on the forest area.
- Why changes happen in environments and what causes them.



Vocabulary: Environment, change, living thing, danger

How will this feed into my next learning:

I will use my knowledge of habitats and the changes that occur within them to explore the difference between natural and man-made changes to the environment.

SEND: To record their findings in a different way other than writing, if this is a trigger. To use iPad to collect photos and support their discussion about changes in the school environment. To have sentence stems and word banks to scaffold the conversation.

