

# YEAR 4

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>LIVING THINGS AND THEIR HABITATS BIOLOGY</b>	<p>The three <b>Prime ELGs of Communication &amp; Language, PSED and Physical Development</b> provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b> <b>The Natural World ELG</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		<p>Explore and compare the differences between things that are <b>living, dead, and things that have never been alive</b></p> <p>Identify that most living things live in <b>habitats</b> to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they <b>depend</b> on each other</p> <p>Identify and name a variety of plants and animals in their <b>habitats, including microhabitats</b></p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a <b>simple food chain, and identify and name different sources of food.</b></p>		<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use <b>classification keys</b> to help group, identify and name a variety of living things in <b>their local and wider environment</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Describe the differences in the <b>life cycles of a mammal, an amphibian, an insect and a bird.</b></p> <p>Describe the life process of <b>reproduction in some plants and animals.</b></p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including <b>micro-organisms, plants and animals</b></p> <p>Give reasons for <b>classifying</b> plants and animals based on specific characteristics</p>

## COMPOSITES

Recognise that living things can be grouped in a variety of ways  
 Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  
 Recognise that environments can change and that this can sometimes pose dangers to living things

## COMPONENTS

	1	2	3	4	5	6	End Point
	How can we group living things?	What is a classification key?	How can I create a classification key?	How and when do habitats change?	What are the effects of changes to a habitat on the animals who live there?	Why species are endangered and what can be done to help?	<p>Children will be able to create classification keys</p> <p>Children will have observed different environments and how they change</p> <p>Children will suggest ways to protect animals in their environments</p>
<b>CONCEPTS</b> 	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	Children will recognise the changes in the environment and how these changes effect living things.
<b>SKILLS</b>	Recognise that living things can be grouped in a variety of ways	Explore and use <b>classification keys</b> to help group, identify and name a variety of living things in <b>their local and wider environment</b>	Explore and use <b>classification keys</b> to help group, identify and name a variety of living things in <b>their local and wider environment</b>	Recognise that environments can change and that this can sometimes pose dangers to living things	Recognise that environments can change and that this can sometimes pose dangers to living things	Recognise that environments can change and that this can sometimes pose dangers to living things	Children will recognise the changes in the environment and how these changes effect living things.
<b>KNOWLEDGE</b> <a href="#">Science Knowledge Organiser: Living Things and their Habitats Year 4</a>	Living things can be grouped in different ways	Classification keys can be used to group/identify living things	Classification keys can be used to group/identify living things	Habitats change over time	Changing habitats have an effect on the living things in it.	Changes to habitats can pose danger to living things.	<p>Children will know what a classification key is and how to use one.</p> <p>Children will know that environments change</p> <p>Children will know that changes to a habitat can affect living things</p>

<b>LESSON LINK</b>	<a href="#">MTP Term 5</a>	<a href="#">MTP Term 5</a>	<a href="#">MTP Term 5</a>	<a href="#">MTP Term 5</a>	<a href="#">MTP Term 5</a>	<a href="#">MTP Term 5</a>	
<b>PROGRESSIVE VOCABULARY</b>	classification characteristics life processes respiration sensitivity reproduction excretion nutrition	classification key local environment wider environment vertebrate invertebrate	classification key local environment wider environment vertebrate invertebrate	environment habitat living thing	habitat life processes organisms	endangered species extinct	Articulate and recognise subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>	Hook lesson – classifying in what ever way they choose – how many different ways			Exploring different habitats in the environment – consider coast, fiends, village, wooded area			
<b>END POINT</b>	Children will know how to classify living things in different ways	Children will know what a classification key is and how to use one.	Children will know what a classification key is and how to use one.	Children will know that environments change	Children will know that changes to a habitat can affect living things	Children will know that changes to a habitat can affect living things	Children will know what a classification key is and how to use one.  Children will know that environments change  Children will know that changes to a habitat can affect living things