Whingate Primary School

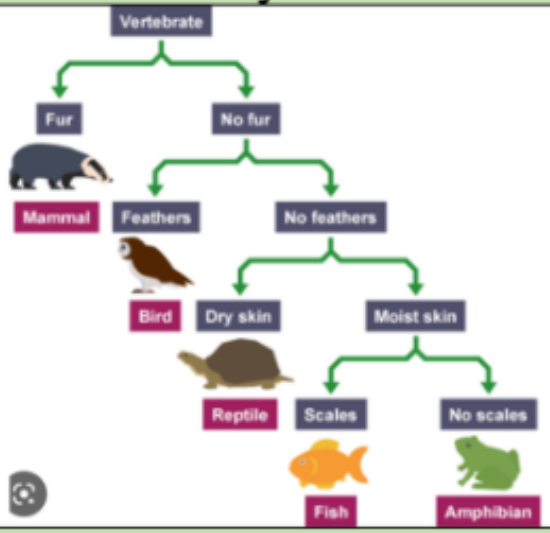
Science – Classifying Animals and Habitats

Year 4

What should I already know?

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Diagrams



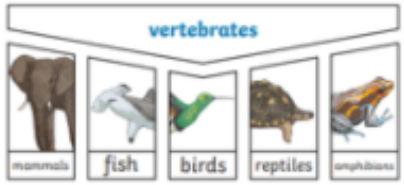
What will I know by the end of this unit?

- 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 something pose dangers to living things.

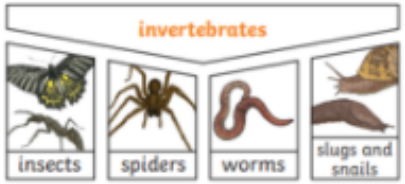
Vocabulary

Life processes - The things living things do to stay alive.
Respiration - The process where plants and animals use oxygen from the air to help turn their food in to energy.
Sensitivity - The way living things react to changes in their environment.
Reproduction- The process through which young are produced.
Excretion - The process by which living things get rid of waste products.
Environment - An environment contains many habitats and these include areas where there are both living and non-living things.
Endangered Species - A plant or animal where there are not many of there species left and they are at risk of becoming extinct.
Extinct - When a species has no more members alive on the planet.
Vertebrate - An animal with a backbone.
Invertebrate - An animal without a backbone.

Significant Places and Information



Vertebrates can be separated into five broad groups.



You could sort invertebrates you might see around school in different ways, such as in this example. The vast majority of living things on the planet are invertebrates.

Plants can be sorted into many different groups. For example:

Learning Journey Assessment

-Describe the simple functions of the basic parts of the digestive system in humans
-Identify the different types of teeth in humans and their simple functions
-Construct and interpret a variety offood chains, identifying producers, predators and prey.
-Ask relevant questions that canbe answered by the appropriate scientific enquiry, research or experiment.
-Plan and carry out simple practical enquires, comparativeand fair tests relevant to the questions or ideas they are investigating. Identify one or more control variables from those provided when conducting a fair test.
- Make systematic and careful observations of objects, living things and events.
-Gather and present simple scientific data including tables and bar charts where intervals and ranges are agreed through discussion, to help in answering questions.
-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Record findings using simple scientific language,drawings, labelled diagrams, keys, bar charts and tables.