



Sacred Heart Primary School

Curriculum Theme Plan

Living things and their habitats: Year 4 -Term 4



Rationale: In order to address the skills and knowledge as outlined in the national curriculum. The topic of animals and their habitats is age appropriate for Year 4. In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.

Pre-Unit task: Food Chain Challenge ICT interactive game

Learning Objectives:

1. To group living things in a range of ways
2. To generate questions to use in a classification key
3. To identify invertebrates using a key
4. To create a classification key
5. To recognise positive and negative changes to the local environment
6. To describe environmental dangers to endangered species

Curriculum Links:

PSHE To consider the lives of people living in other places and people with different values and customs. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

Geography Links: In the Rainforest topic, the children gain an awareness of environmental issues in this country and around the world. To know, that as the future generation, that our planet is reliant on them to look after it and that the eco-system is dependent on all that is part of it.

SMSVC Links

Social- appreciate the sanctity of life and how we must protect it **Moral-** respect for life and all God’ creatures and their habitats. **Grateful** – thanking God for the creatures on earth. **Loving** – towards God’s creatures and protecting their habitats.

Overview

1. Grouping Living Things

To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions by using a range of methods to sort and group living things.

2. Classify Vertebrates

To Explore and use classification keys to help group, Identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key. Identifying differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.

3. Invertebrate Hunt

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment. Using straightforward scientific evidence to answer questions by explaining how they have identified an invertebrate.

4. Classification Keys

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things.

5. Local Habitat Survey

To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables by recording observations on a map and in a table

6.Environmental Changes

To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions by writing about and orally presenting findings from research.

Resources

- Magnifying glasses
- Plastic pots with lids for capturing and carrying invertebrates
- Clipboards
- Hand washing facilities

Opportunities for enrichment:

Invertebrate Hunt in local environment

Impact/Assessment

...all children should be able to:

- Sort living things into groups.
- Generate questions about animals.
- See similarities and differences between vertebrates.
- Identify vertebrate groups.
- Identify the characteristics of living things.
- Suggest how to have a positive effect on the local environment.
- Record observations on a map.
- Name some endangered species

...most children will be able to:

- • Generate criteria to use to sort living things.
- Sort living things into a Venn diagram.
- Sort living things into a Carroll diagram.
- Use questions to sort animals using a key.
- Use a key to identify invertebrates by looking at their characteristics.
- Use the characteristics of living things to sort them using a classification key.
- Show the characteristics of living things in a table.
- Create a classification key.
- Identify dangers to wildlife in the local and wider environment.
- Record observations in a table.
- Write a report.
- Present findings to the class.

...some children will be able to:

- Explain, using evidence, how they have identified invertebrates.
- Explain in more detail how changes to the environment have affected endangered species.