

Year 4 – Term 5

Have we all got a place in the world?

SCIENCE



Develop criteria to identify, *group, sort* and classify considering differences, similarities or changes related to simple scientific ideas and processes.

Use simple keys.

Collect, gather, record, present data and report on findings from their own enquiries/observations and measurements using simple scientific language in a variety of ways to help in answering questions: including oral and written explanations, displays or presentations, drawings, labelled diagrams, bar charts and tables of results and conclusions.

Use straightforward scientific evidence to answer questions or to support their findings.

Long-term Memory Knowledge:

Living things can be grouped according to their observable characteristics, looking for similarities between them. Classification keys ask 'yes/no' questions to identify an unknown plant or animal; children should be able to demonstrate how to use one.

Humans make changes to environments, often through building or changing land use, and this disrupts the things that were originally living there.

Plants are the beginning of the food chain.

Removing one part of the food chain has consequences for other living things: removing a plant or an animal low down the food chain means that other animals higher up the food chain have no/less food and their numbers will fall or they may die out.

Removing a predator from the top of the food chain means that its prey can survive in greater numbers which puts a strain on their food source so that their numbers eventually fall or they die out.

Key Vocabulary

organism	any living animal or plant
producers	organisms or living things that make their own food
predators	animals that eat other animals
prey	animals that are eaten by other animals
micro habitat	a small area which is different to the surrounding area; it has its own

	conditions of temperature and light, and its own characteristic species. It supports the survival of tiny animals or plants
invertebrate	an animal that does not have a backbone
vertebrate	an animal with a backbone

Progression in Resources:

classification keys
the school grounds
online and book resources
tables and bar charts
diagrams and pictures

Relevance

Now	Children develop an understanding of how all living things depend on one another so that they treat the environment and everything that lives in it with respect.
Future	Children make conscientious decisions about their food and where it comes from, considering the impact of changing environments and habitats; when adapting/creating environments they are responsible for, they consider the impact of their actions on other species – both of plants and animals.
Aspiration	Children work with or for environmental agencies to ensure habitats are protected and can support a range of living things that co-exist together; they work in planning and the building industry, giving thought to the effects their actions will have on the environment and seek to minimise disruption to the food chain; they work within the food industry, seeking to provide and/or use environmentally friendly food supplies.

National Curriculum Links:

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.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Essential Prior Learning:

Most living things live in habitats to which they are suited as the environment provides their basic needs: food, shelter, safety.

Plants and animals within the same habitat depend on each other for food: some are predators, and some are prey.

Progression in Skill:

Ask relevant questions about the world around them and using different types of scientific enquiries to answer them (survey, fair test, research/secondary sources, classify, pattern seeking, modelling, investigation over time).

Use secondary sources: books, photographs and videos.