



Year 4 – Living Things And Their Habitats (Biology)

INTERPRETING AND COMMUNICATING RESULTS



Prior learning:

Year 1

- Identify and name a variety of common wild and garden plants.
- Identify and describe the basic structure of a variety of common flowering plants.
- Identify and name a variety of common animals.
- Describe and compare the structure of a variety of common animals.

Year 2

- Identify and name a variety of plants and animals in their habitats.



In this topic, we are learning to:

- 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.

Key Vocabulary:

Classification

A classification is a division or category in a system which divides things into groups or types.

classification keys

a series of questions that determine an organism's physical characteristics

environment

consists of the particular natural surroundings in which you live

habitat

The habitat of an animal or plant is the natural environment in which it normally lives or grows.

human impact

Is the impact humans have on an environment

migrate

Moving from one place to another

hibernate

Animals that hibernate spend the winter in a state like a deep sleep.

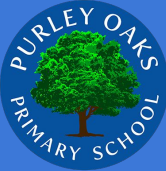
Questions you will know the answers to...

What do some animals have in common?

What do some environments have in common?

What could happen in order to change an environment?

How would the environment change?



Working Scientifically Assessment Focus:

INTERPRETING AND COMMUNICATING RESULTS

- Use analysis to draw simple conclusions, make predictions for new values, suggest improvements using their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface.
- Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.