



**Science Topic:** Living Things and their Habitats

**Year: 4 Term:** Autumn 1

## Key Knowledge/Content:

- Living things can be divided into groups based upon their characteristics
- Environmental change affects different habitats differently
- Different organisms are affected differently by environmental change
- Different food chains occur in different habitats
- Human activity significantly affects the environment

## Scientist Focus:

### **Rachael Carson (Marine Biologist)**

A scientist who studied marine life and the ocean, who spoke out about how pollution was damaging sea life.

## Links to:

### Prior learning:

To understand which things are living, dead or never alive and study some local habitats.

### Future learning:

To classify different living things according to their characteristics.

## Key vocabulary with definition:

### Prior vocabulary:

- Flowering plant- A plant which produces a flower.
- Non-flowering plant- A plant which reproduces without a flower.
- Extinct- A species no longer existent.

### New vocabulary:

- Vertebrates- Animals with a backbone.
- Invertebrates- Animals without a backbone.
- Fish- Live and breathe underwater, have scaly skin and breathe through gills.
- Reptile- Breathe air, have scales on their skin and are cold-blooded.
- Mammal- Breathe air, grow hair or fur and have live young.
- Amphibian- Cold-blooded animal that spends time on land but must breed in water.
- Bird- Lay eggs, have feathers and beaks and are warm-blooded.
- Nature reserve- Places where animals and plants can live undisturbed by humans.
- Conservationist- Someone who works for the protection of animal species.
- Endangered- A species in danger of becoming extinct.

## By the end of this unit

**All children can:** group living things into different categories and **identify** some of the dangers animal species can face.

**Most children can:** understand how human impact and pesticides can affect living things and **describe** the different categories of vertebrates- fish, birds, reptiles, amphibians and mammals.

**Some children can:** understand the role of a conservationist and **explain** how we can protect our local wildlife and environment.

## Background understanding for teachers and parents:

This unit will look at living things and their habitats. Children will group living things into different categories and explore the different factors that threaten living things such as deforestation, pesticides and human impact.

## Curriculum Driver (one):

Aspiration

### Evidence outcome:

Understand that some people, such as conservationists, who work to protect animals, plants and habitats from destruction.