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| **Topic** | **Food and Farming** | | | | | |
| **Science Unit** | Living things and their habitats | | | | | |
| **Curriculum Objectives** | Content:   * 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.   Working scientifically:   * Talk about criteria for grouping, sorting, and classifying and begin to use classification keys. (L1, 4-5) * Ask a range of relevant questions using scientific language. (Anchor tasks) * Make some decisions about which type of enquiry will be the best way of answering questions including: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. | | | | | |
| **Lesson Objectives** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To learn to classify living things. | To learn to classify vertebrates. | To learn to classify invertebrates. | To learn to use classification keys. | To learn to make classification keys. | To learn about environmental changes. |
| **Key Vocabulary** | **mammals** | **fish** | **birds** | **amphibian** | **reptiles** | **invertebrate** |
| **Vertebrate** | **classification key** | **environment** | **human impact** | **flowering plants** | **grasses** |
| **non-flowering plants** | **moss and ferns** | **positive** | **conservation** | **nature reserves** | **negative** |
| **deforestation** | **population** | **litter** | **urban** | **migrate** | **hibernate** |
| **Possible lesson ideas** | * Lesson 1: Pictures of a range of animals – classify them in Venn Diagrams in own ways * Lesson 2: Pictures of vertebrates – classify into the 5 different groups * Lesson 3: Use classification keys to identify and classify invertebrates in Wild School * Lesson 4: Classify plants into flowering and non-flowering plants. * Lesson 6: Link to Houlton – used to be fields * Whole unit: <https://www.hamilton-trust.org.uk/science/year-4-science/living-things-and-their-habitats-name-living-thing/> * Whole unit: <https://www.developingexperts.com/s/unit-library/units/28>   <https://www.developingexperts.com/s/unit-library/units/29>  Classification Resources   * <https://www.kidzone.ws/animals/animal_classes.htm> * <https://www.woodlandtrust.org.uk/media/48345/leaf-id-sheet.pdf> Leaf classification sheet * <https://www.woodlandtrust.org.uk/media/48350/blossom-and-catkin-id-sheet.pdf> Blossom identification * <https://www.woodlandtrust.org.uk/media/48348/fruits-and-seeds-id-sheet.pdf> Fruit identification * <https://www.woodlandtrust.org.uk/blog/2019/04/minibeast-hunt/> Minibeast identification * <https://www.itsybitsyfun.com/blog/animal-classification-sorting-printable-activity/?utm_medium=social&amp=&utm_source=pinterest&amp=&utm_campaign=tailwind_tribes&amp=&utm_content=tribes> * Explorify activity <https://explorify.wellcome.ac.uk/en/activities/what-if/we-did-not-plant-trees> | | | | | |