Owls – Year 4/Spring 2 (B)

Science (biology)

What plants and animals survive in our local area?

What I should already know: I can explain the difference between things that are living, dead and things that have never been alive. I know that most living things live in habitats to which they are suited, and I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how the y depend on each other. I can identify and name a variety of plants and animals in their habitats, including microhabitats. I can describe how animals obtain their food from plants and other animals using the idea of a simple food chain and name different sources of food.

Enquiry Questions

- How can we group living things?
- How can we use classification keys to group, identify and name living things?
- How can we use classification keys to group, identify and name things in our local environment?
- How can environments change and what damage can this pose to living things?
- How can we help plants and animals to survive in our local area?

Key Vocabulary

Adapted – Changed to suit an environment
Camouflage – A way of blending into or hiding in your surroundings
Characteristics – A feature or quality which belongs to a species and can be used to identify them.
Classification/ Classify – To arrange things in classes or groups according to shared qualities or characteristics.
Classification key – A series of questions that help to identify a species.
Climate – The usual weather in a place.
Coastal = At or near the coast, or beach
Conditions – All the things that surround a living thing, such as the weather and the terrain.
Criteria – A way in which to decide
Environment = The conditions that are all around.
Exposure – Being in contact or affected by something, such as sunlight or wind.
Grassland – Areas containing grass
Habitat – A place where living organisms live
Hibernate – To sleep through the winter in a den or burrow to save energy. Bears, snakes, and certain other animals hibernate.
Human impact – Changes to environments caused directly or indirectly by humans.
Invertebrate – An animal without a backbone, or spine.
Microhabitat – A small area within a larger habitat.
Migrate – To change habitat or location.
Negative – Damaging or undesirable; bad.
Organism – A living thing; plant, animal or germ.
Positive – Bringing something good, or giving some kind of advantage.
Species – A grouping of animals with similar characteristics.
Vertebrate – An animal with a backbone, or spine.

Working Scientifically Skills

Pupils will:

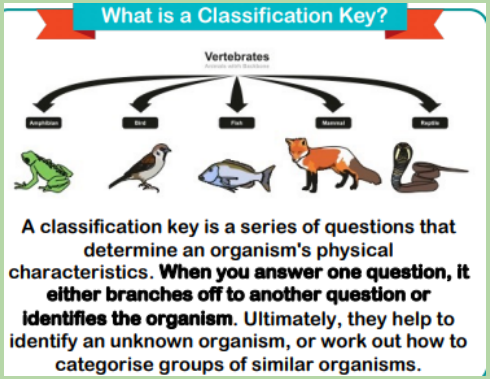
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

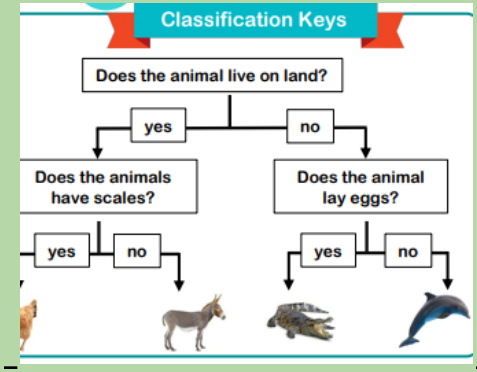
Working Scientifically (Blue = Y5)

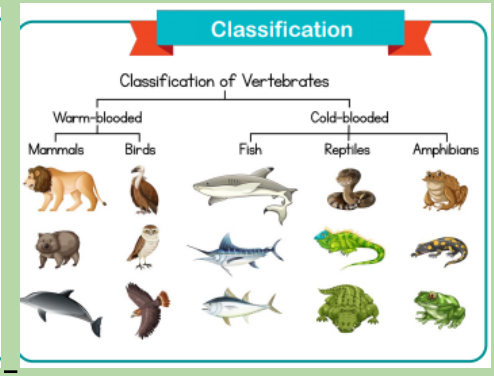
- Ask relevant questions and use different types of scientific enquiries to answer them. / Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Use straightforward scientific evidence to answer questions or to support them. / Identify scientific evidence that has been used to support or refute ideas or arguments.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. / Take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where necessary.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use results to draw simple conclusions, make predictions for new values, suggest

		improvements and raise further questions. / Use test results to make predictions to set up further comparative and fair tests. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Gather, record, classify and present data in a variety of ways to help answer questions. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. / Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Useful Images/ Diagrams







Links to other curriculum areas: Geography – Our local area; Eco Schools – Making our local environment more attractive to wildlife; Literacy – Persuasive writing