Living Things and their Habitats – Year 4 Unit – Year C

Retrieval vocab:	Previous learning	Links with Vision and Values.
• Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed • Names of local habitats e.g. pond, woodland etc. • Names of micro-habitats e.g. under logs, in bushes etc **New Vocab** Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, carnivore, omnivore, herbivore.	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)	*Stimulate in every child a sense of curiosity and excitement about the world*

	Working scientifically/ enquiry focus	Curriculum Strand/ Focus	Small step objective	Previous learning within the unit.	Lesson content	Outcome
1	Identify/Classify	Living Things and their Habitats	Recognise that living things can be grouped in a variety of ways	*N/A*	How can we group and sort animals?	The children can: name the five main animal groups. They will be able to look at the characteristics of an animal and sort into the correct group.
2	Identify/Classify	Living Things and their Habitats	Recognise that living things can be grouped using the terms carnivore, omnivore and herbivore.	*As above* name the five main animal groups. They will be able to look at the characteristics of an animal and sort into the correct group.	What do the terms carnivore, omnivore and herbivore mean? How do we group animals according to these criteria?	The children can: use the terms herbivore, omnivore and carnivore correctly and sort animals according to their diet. They will be able to think of their own criteria to sort and group animals.

3	Identify/Classify	Living Things and their Habitats	Recognise that living things can be grouped into vertebrates and invertebrates.	*As above* Use the terms herbivore, omnivore and carnivore correctly and sort animals according to their diet. They will be able to think of their own criteria to sort and group animals.	What are vertebrates and invertebrates?	The children can: Produce a leaflet about sorting animals into vertebrates and invertebrates.
4	Identify/Classify	Living Things and their Habitats	To be able to explore and use classification keys to help identify and name a variety of living things in the local and wider environment.	*As above* Sort groups of animals into vertebrates and invertebrates.	How do we create a classification key? Which living things can be found in the local area?	The children can: explore their school grounds/local area and use classification key to help name a variety of living things, including minibeasts.
5	Identify/Classify	Living Things and their Habitats	To be able to explore and use classification keys to help identify and name a variety of living things in the local environment.	*As above* Explore their school grounds/local area and use identification keys to help name a variety of living things, including minibeasts.	How can we display the information we have found about the living things in the school environment?	The children can: Create a class an information booklet, including graphs, about the living things that live in the school environment.
5	Identify/Classify	Living Things and their Habitats	To be able to accurately create a classification key to identify and name leaves.	*As above* Explore their school grounds/local area and use identification keys to help name a variety of living things, including minibeasts. Create a relevant graph to show information.	How can we create our own classification key to identify and name leaves?	The children can: Create their own classification key. Taps assessment.

6	Research	Living Things and their Habitats	To be able to recognise that environments can change and that this can sometimes pose dangers to living things	*As above* Create their own classification key.	How is our environment changing?	The children can: understand the effect that human activity has on the environment. They will be able to produce a balanced argument in response to the question – Should litter be banned?