Medium Plan – Year 4 – Living Things and their Habitats

Living things and their habitats	Animals including humans	States of matter		Sound	Electricity

Vocabulary		
adaptation classification ecology	deforestation pollution environment	population identify groups

Preload

- Evolution and Inheritance - different animals are suited to different environments

Teaching Sequence (to be taught in the following order)

Substantive Knowledge	To recognise that living things can be grouped in a variety of ways.	To explore and use classification keys.	To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	To recognise that environments can change and this can sometimes pose dangers to living things.	To recognise that environments can change and this can sometimes pose dangers to living things.
Additional Information	• Start with non-living things for children to group, using observable features e.g. shape, colour • When using living things use vocabulary linked to animal groups – mammals, birds, fish, reptiles, amphibians (vertebrates) and insects, spiders, snails, worms (invertebrates). Plus flowering and non-flowering plants.	Start by referring to the non-living example, using items that children will be familiar with.	• Look at ways to identify living things across different species as well as variations within species. E.g. use leaves to identify the tree	• Children should look at both positive and negative changes E.g. creation of nature reserves, pollution, deforestation	• Children should look at both positive and negative changes E.g. creation of nature reserves, pollution, deforestation
Ideas	Children could be given a set of objects and asked to group them, explaining the criteria they have used. Look at their groups - can they be further divided? Repeat using observable features of animals/plants.	After looking at examples of keys, demonstrate how the groups the children have previously created can be done so by asking yes/no questions – creating a key. Children to work out the questions needed to create	Children to use their local environment as the source of their "living things" and create their own classification keys.	Look to visit a local "positive" impact (nature reserve) to see how this has impacted on local wildlife. Also use maps to show how land use has changed over time (new housing developments) and research how this has negatively impacted on local wildlife.	Children to extend knowledge to worldwide issues – e.g. plastic pollution of our seas, climate change. Children to create presentations of their findings including what is being done to stop further negative impact on wildlife.

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		their own groups.			
Equipment					
Identifying, classifying and grouping	Group living things according to characteristics.	Group living things using simple classification keys.	Group living things using simple classification keys.		
Observing over time					
Pattern seeking		Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Comparative and fair testing					
Research				Ask relevant questions and use research to create a scientific enquiry to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Ask relevant questions and use research to create a scientific enquiry to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions