

Science

Living Things and Their Habitats

Year 4

Autumn 1

## Key Knowledge

Organisms	This is another word that can be used to mean 'living things'.
Life processes	Certain conditions that all living things need to stay alive and healthy: MRS GREN (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition).
Respiration	A process where plants and animals use oxygen gas from the air to help turn their food into energy.
Sensitivity	The way living things react to changes in their environment.
Reproduction	The process through which young are produced.
Excretion	The process by which living things get rid of waste products.
Nutrition	The process of obtaining food to provide living things with energy to live and stay healthy.
Habitat	The specific area of place in which particular animals or plants may live.
Environment	An environment contains many habitats and these include areas where there are both living and non-living things.

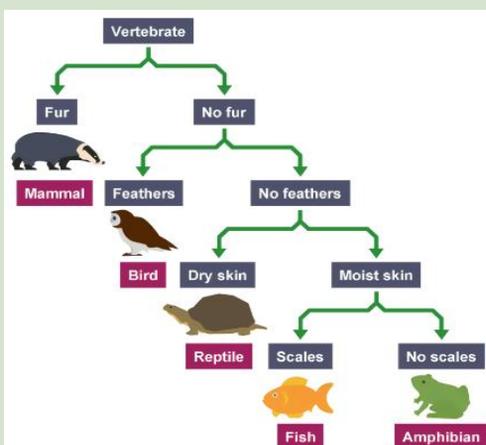
## Statutory Requirements

- 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.

## Key Vocabulary

Classification	This is where plants or animals are placed into groups according to their similarities.
Vertebrates	Animals with a backbone.
Invertebrates	Animals without a backbone.
Specimen	A particular plant or animal that scientists study to find out about its species.
Characteristics	The distinguishing features or qualities that are specific to a species.
Endangered species	A plant or animal where there are not many of their species left and scientists are concerned that the species may become extinct.
Extinct	When a species has no more members alive on the planet, it is extinct.

## Diagrams



## Possible Experiences

- Complete Venn diagrams to show if living things can be grouped into two or more groups.
- Sort vertebrates and invertebrates into groups, describing their key features. Use a classification key to identify which group of vertebrates animals belong to and then create your own.
- Carefully observe minibeasts in a microhabitat and use a classification key to identify them.
- Sort plants into group (e.g. flowering and non-flowering plants) and then create a classification key to help others identify plants.
- Explore examples of human impact (both positive and negative) on environments.