

# Sholing Junior School - Science

**Topic: Living things and their habitats**

**Year: 4**

**Strand: Biology**

## What I will learn

**I 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.

## Vocabulary

biomes	A natural area of <b>vegetation</b> and animals
carnivore	An animal that eats meat
classification key	A system which divides things into groups or types
criteria	A factor on which something is judged
deciduous	Trees that lose leaves in the autumn every year
environment	All the circumstances, people, things, and events around them that influence their life
evergreen	A tree or bush which has green leaves all the year round
excretion	The process of eliminating waste from the body
food chain	A series of living things which are linked to each other because each thing feeds on the one next to it in the series
habitat	The natural <b>environment</b> in which an animal or <b>plant</b> normally lives or grows
herbivore	An animal that only eats plants
invertebrate	A creature that does not have a spine, for example an insect, a worm, or an octopus
life processes	There are seven processes that tell us that living things are alive
microhabitat	A small part of the <b>environment</b> that supports a <b>habitat</b> , such as a fallen log in a forest
minibeast	A small <b>invertebrate</b> animal such as an insect or spider
nutrition	The process of taking food into the body and absorbing the nutrients in those foods
omnivore	Person or animal eats all kinds of food, including both meat and <b>plants</b>
organism	A living thing
reproduction	When an animal or plant produces one or more individuals similar to itself
respiration	Process of respiring; breathing; inhaling and exhaling air
sensitivity	Responding to the external environment
urban	Belonging to, or relating to, a town or city
vegetation	<b>Plants</b> , trees and flowers
vertebrate	A creature which has a spine

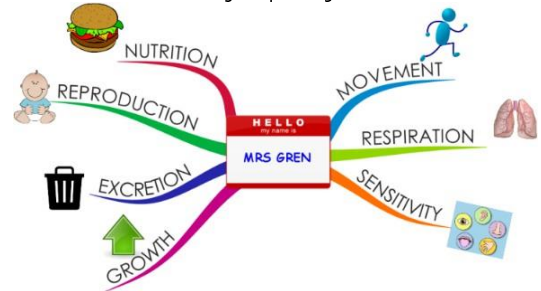
## Key Knowledge

How can living things be grouped?

All living things, which can also be called **organisms**, have to do certain things to stay alive. These are the **life processes**.

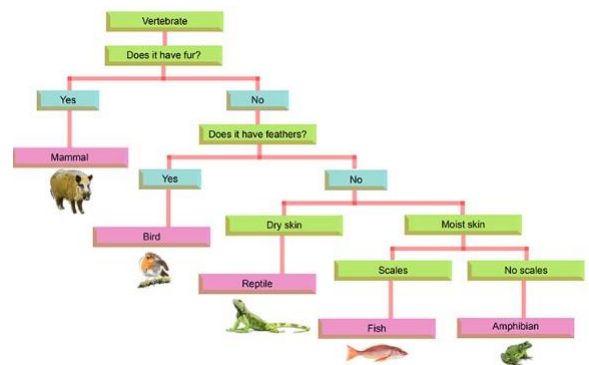
Living things can be grouped according to different **criteria** (where they live, what type of **organism** they are, what features they have). For example, a camel can belong in a group of **vertebrates**, a group of animals that live in the desert, and a group of animals that have four legs.

The five vertebrate groups are: Mammals, Birds, fish, reptiles and amphibians. All these animals can be grouped by their characteristics.



## What is a classification key?

- A **classification key** is a tool that is used to group living things to help us identify them.



## How can environments change?

- **Habitats** can change throughout the year and this can have an effect on the plants and animals that live there.
- Humans can have positive and negative effects on the environment:
  - positive effects: nature reserves, ecological parks
  - negative effects: litter, **urban** development

## Investigate!

- We will use the local environment throughout the year to raise and answer questions that help us to identify and study plants and animals in our habitat. We will identify how the habitat changes throughout the year. Also, we will explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants and begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.
- We will explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.
- We will **work scientifically by**: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on our observations of animals and what we have found out about other animals that we have researched.