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| Science FLE Y3/4 Living Things and Their Habitats | | |
| |  | | --- | | **Skills** | | I can group living things in a range of ways. | | I can use a range of methods to sort living things. | | I can generate questions to use in a classification key. | | I can identify vertebrates by observing similarities and differences. | | I can use evidence and a key to identify invertebrates. | | I can create a classification key. | | I can show the characteristics of living things in a table and a key. | | | |
| |  | | --- | | **Forever Facts** | | To stay alive and healthy, all living things need certain conditions that let them carry out the seven life processes: movement; respiration; sensitivity; growth; reproduction; excretion; and, nutrition. | | Changes to an environment can be natural or caused by humans. | | Changes to an environment can have positive as well as negative effects. | | Plants and animals rely on the environment to give them everything they need. Therefore, when habitats change, it can be very dangerous to the plants and animals that live there. | | Animals can be grouped in lots of different ways based upon their characteristics. | | You can use classification keys to help group, identify and name a variety of living things. | | Vertebrates can be separated into five broad groups: mammals; fish; birds; reptiles; and, amphibians. | | You could sort invertebrates you might see around school in different ways, such as insects; spiders; worms; and, slugs & snails. The vast majority of living things on the planet are invertebrates. | | Plants can be sorted into many different groups. For example: flowering plants and non-flowering plants. |   **SMSC**: *Spiritual - using evidence to make sense of the world. Develop an understanding of our relationship with the world around us. Moral – moral decisions are an important aspect of how we can affect the environment. Social – working collaboratively, sharing ideas, data, and results. Cultural – we explore how scientific discoveries have shaped the modern world and how we treat our environment.* | |  | | --- | | **Exciting Books** | |  | | | |   Our Endpoint  To present environmental dangers to endangered species. | |  |  | | --- | --- | | **Subject Specific Vocabulary** | | | Organisms | This is another word that can be used to mean ‘living things’. | | Life Processes | The things living things do to stay alive. | | 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 | Food which provides living things with energy to live and stay healthy. | | Habitat | The specific area or 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. | | 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. | |