

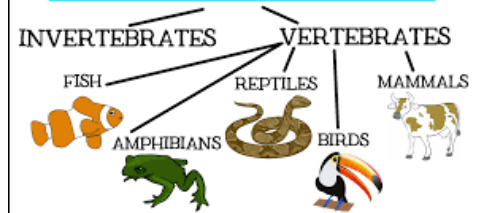
# Science: Living Things and Their Habitats.

## Year 4 Summer 1

### Key Vocabulary

<b>classification</b>	the process of sorting something into groups or categories
<b>environment</b>	the surroundings or conditions in which a person, animal, or plant exists
<b>habitat</b>	the natural home or environment of an animal, plant, or other <u>organism</u>
<b>human impact</b>	the actions of humans which have an effect on other places or organisms
<b>positive</b>	something good or desirable
<b>negative</b>	a bad or <u>unwelcome</u> quality or aspect of a situation
<b>migrate</b>	when an animal moves from one region or habitat to another according to the seasons
<b>hibernate</b>	spend the winter in a <u>dormant</u> state
<b>danger</b>	the possibility of suffering harm or injury

### ANIMAL CLASSIFICATION



### Why don't you...

- Create a persuasive poster highlighting what humans can do to save animals in their habitats?
- Create your own classification key?

### Website Links

<https://www.stem.org.uk/primary-science>  
<https://www.hamilton-trust.org.uk/science/year-4-science/living-things-and-their-habitats-name-living-thing/>

### Enquiry Questions

- What makes a reptile a reptile?
- Is there anything that all living things have in common?
- How can you identify an unknown animal?
- How do you know that a human is a mammal?
- Imagine one part of a food chain is missing, what would happen?
- What would happen if the jungle didn't exist?
- How could an earthquake cause problems for an animal's environment?

### Scientific Concepts

#### Variation

The presence of differences between living things of the same species.

#### Changes

The act of something becoming something different.

### Scientific Knowledge

- 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.

### Scientific Skills

Use different ideas and suggest how to find something out.

Make and record a prediction before testing.

Explain why they need to collect information to answer a question.

Obtaining and presenting evidence.

Measure using different equipment and units of measure.

Record their observations in different ways (labelled diagrams, charts etc).

Describe what they have found using scientific words.