



Summer Term – Living Things and their Habitats

Synopsis:

Year 4 - Living Things and their Habitats

Suggested Investigations:

Classification Keys

Create a classification key to separate the class. Ask the children to think of different ways they can group members of their class e.g. hair colour, height, favourite subject, favourite football team etc. Draw attention to the fact that one person can often belong to more than one group. They could collect information and draw different types of graphs to display their results.

Use the classification key to identify a member of the class in a game of guess who.

Classifying animals in school grounds

Take the children outside to look for plants and minibeasts. They should aim to find 5 different species of each. Can they identify the species they have found? A ruler and magnifying glass may be useful here.

(For identification, the Woodland Trust Nature Detectives website have some excellent spotter sheets for identifying leaves, flowers, birds and minibeasts: <http://www.woodlandtrust.org.uk/naturedetectives/activities>).

Now can they create their own simple flow charts for the species they have found? They could then swap them with another group and see if they enable them to identify the plants/minibeasts accurately.

Ideas for possible questions:

Plants • Do the leaves have sharp/rounded edges? • Do the leaves have veins? • Is there one big leaf/are the leaves made up of lots of smaller leaves? • Are there any flowers? (If so, what about colour and number of petals)? • Are there any cones?

Minibeasts • Does it have a shell? • Does it have wings? • Does it have 6 legs? • Does it have more than 8 legs? • Is it segmented? • Does it have antennae?

How does the variety of invertebrates change depending on the environment?

Do more invertebrates live in the shady areas or the sunny areas? Do any invertebrates live on the playground? Where is the best place in the school grounds for invertebrates and why?

- consider a comparison between the school grounds and the wider environment.

Famous Scientist:

Carl Linnaeus

<https://www.stem.org.uk/resources/elibrary/resource/34860/famous-scientists-fact-sheets>

Science

Make Observations	Make systematic observations
Perform Tests	Suggest, set up and carry out simple practical enquiries
Ask Questions	Generate and answer scientific questions using evidence Select most appropriate type of scientific enquiry
Gather Data	Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts Report on findings orally and in writing using scientific language to answer questions
Analyse Data	Explain similarities, differences, changes related to scientific processes and ideas
Use Equipment	Confidently use range of equipment to measure accurately eg data-loggers, thermometers

Living Things & Their Habitats

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 and have an impact on living things