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| **Subject**  **Science**  **Living Things and their Habitats**  **Year 4**  **SU1** | | **NC objectives** | | | **Key skills to develop \*Bold Working Scientifically Skills** | | **Overarching QfL** | |
| * 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 | | | * To group living things in a variety of ways (**Identifying, classifying and grouping)** * To use a classification key to group living things (**Identifying, classifying and grouping)** * To name a variety of living things in their local and wider environment by conducting a survey of found invertebrates on the school field (**Observing over time)** * To discover the ways in which environments have changed and the impacts this has on living things (**Research using secondary sources)** | | How can we help endangered species? | |
| **SMSC Links** | |
| * Lesson 3- Discussing environmental damage and global warming can cause children to have worry or anxiety | |
| **Session** | **Investigation Question** | | **Learning objective** | **Prior learning** (this unit / other units) | | **Activities** | | **Assessment opp’s / Notes** |
| 1 | How are different types of animals classified? | | To group living things in a variety of ways (**Identifying, classifying and grouping)** | Living things and their habitats (Y2) children learned about the grouping of animals and the difference between living, dead and never been alive. | | Begin with games for children to sort themselves into groups on the playground/hall. Can sort themselves by gender, hair colour, eye colour, height, clothes, etc.) Then play ‘guess who’ by secretly choosing a member of the class and have them ask questions to guess who it is.  See page 49 of ‘A Creative Approach to Teaching Science’  Children will build blocks (can be made out of paper) with the names of the classification groups of animals: ‘mammals, amphibians, reptiles, birds, fish’ and then will be given some different types of animals and will need to sort these into their groups based on what they know. | | Photos in big book of each activity. |
| 2 | How can we group living things using a key? | | To use a classification key to group living things (**Identifying, classifying and grouping)** | From lesson one, now children will understand that scientists group living things and we call this ‘classification’. | | See Pg 49 – ‘A Creative Approach to Teaching Science’  Whole class classification key activity. | | Photos of classification key in big book  Pupils can describe or sketch in their pupil books how it worked. |
| 3 | Why are people cutting down rainforests and what affect does that have on living things? | | To discover the ways in which environments have changed and the impacts this has on living things (**Research using secondary sources)** | Children may be aware of diminishing rainforests. | | Provide children with a variety of secondary sources including type and perhaps sections of Planet Earth to give them some information about what rainforests are.  [BBC iPlayer - Planet Earth - 8. Jungles](https://www.bbc.co.uk/iplayer/episode/b0074tgb/planet-earth-8-jungles)  [Why are rainforests being destroyed? | Rainforest Concern](https://www.rainforestconcern.org/forest-facts/why-are-rainforests-being-destroyed) | | Children could write something about rainforest deforestation or could think creatively about how they want to present this work. Could be a drawing or a piece of artwork or a poster.  Links to overarching QfL |
| 4 | How does the variety of invertebrates in the local environment change over the year? | | To name a variety of living things in their local and wider environment by conducting a survey of found invertebrates on the local park’s field **(Observing over time)** | Children will have completed this activity in spring and autumn terms. They will now hopefully remember names of some of the living things they find and may be able to identify these now using keys or identification resources.  \*Risk assessment for park should be completed. | | Take children out with specimen containers, hand lenses and trowels. Dig where they have in the previous terms and compare and add the data to the tables in the big book. Help them use identification keys or classification keys to identify their found invertebrates.  Children could now compare and conclude their learning by finding patterns across all three terms and decide which season they found most invertebrates in. | | Photos in big book, graphs or tables of data added to from previous terms.  Additional maps and links to local geography could be nice. |
| 5 | How do insecticides affect the bee population? | | To discover the ways in which environments have changed and the impacts this has on living things (**Research using secondary sources)** | Children may be aware from the media that bee populations have been in decline in recent years but they may not know why or understand the larger implications. | | [How to help bees | Conservation | Scottish Wildlife Trust](https://scottishwildlifetrust.org.uk/things-to-do/helping-wildlife-at-home/bees/)  Children can research using websites like the one above or printed texts. Use additional comprehension texts that might be useful. Children could also plan a World Bee Day activity for the school, create posters, a video or a short assembly about bees and how insecticides are affecting their population. | | Photos, videos on and/or big book. Additional conclusive written work in pupil books. Posters about how to help bees and links to local community projects would be ideal.  Links to overarching QfL |