

Working Scientifically

| | | | | | | |
|------------------------|-------------------------|---------------------------|----------------------------------|--------------------------|--|--|
| Ask relevant questions | Set up simple enquiries | Make careful observations | Gather, record and classify data | Record & report findings | Use results to draw simple conclusions | Use scientific evidence to answer questions & support findings |
|------------------------|-------------------------|---------------------------|----------------------------------|--------------------------|--|--|

What I should already know

- Animals can be grouped into **vertebrates** (fish, reptiles, amphibians, birds and mammals) and **invertebrates**
- Animals can be grouped based on their diet into **carnivores**, **herbivores** or **omnivores**
- How animals and plants are suited to their **habitat**
- Examples of **habitats** and **microhabitats** and the animals and plants that might live there
- The different sources of food from plants and other animals
- That animals and plants are linked via **food chains**

Key Vocabulary

| | |
|---------------------------|---|
| biome | Natural area of vegetation |
| carnivore | An animal that eats meat |
| classification | Putting into groups based on similarities and differences between features |
| classification key | Dividing things into groups or types using questions |
| deciduous | Trees that lose leaves in the Autumn every year |
| environment | Area in which something survives or lives |
| evergreen | Tree or bush which has green leaves all year |
| food chain | Living things which are linked together because each thing feeds on the one next to it in the chain |
| habitat | Natural environment in which an animal or plant lives or normally grows |
| herbivore | Animal that eats only plants |
| hibernate | Some animals hibernate and sleep through the cold Winter months |

Key Vocabulary

| | |
|-----------------------|--|
| human impact | Changes in environments caused by humans . Impact can be positive or negative |
| invertebrate | Creature that does not have a spine such as an insect or worm |
| life processes | There are 7 life processes that tell us something is alive |
| microhabitat | Small part of a habitat for example tree bark |
| migrate | Movement of creatures from one country or place to another |
| omnivore | Creature which eats all kinds of food, meat and plants |
| vegetation | Area of plants, trees or flowers |
| vertebrate | Creature with a spine |

Useful links

- <https://kids.britannica.com/kids/article/biological-classification/599565>
- <https://www.bbc.com/bitesize/articles/z3nbcwx>
- https://www.kidzone.ws/animals/animal_classes.htm
- <http://wildlife.durrell.org/kids/fun-factsheets/habitats-factsheet/>

Investigate

- Explore a habitat close to where you live - can you find any mini-beasts?
- Design your own classification key to group animals
- Visit the library, or research a habitat, and find out which animals and plants live there

What I will know by the end of the unit

| | |
|--|--|
| That living things can be grouped in different ways | All living things do certain things to stay alive. These are the life processes : <ul style="list-style-type: none"> Movement Respiration Sensitivity Growth Reproduction Excretion Nutrition Living things can be grouped - classified - depending on their features, where they live or what they eat |
| Use classification keys to group, identify and name living things | Classification keys can be used to identify and name living things <p>Taken from: https://www.schoolsofkingedwardvi.co.uk</p> |
| How environments can change | Living things live in a habitat to which they are suited. Environments may change naturally - flooding, fire, earthquakes. Environments may be changed through human impact . This can be positive or negative. Environments can also change due to the season |