



## ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Science-Living Things and Their Habitats

YEAR GROUP: 4

TERM Summer 2

<p><b>Vocabulary</b></p> <p>carnivore, herbivore, producers, prey, predators, invertebrates, vertebrates, fish, amphibians, reptiles, birds, mammals, classification key</p>	<p><b>Skills</b></p> <p><u>Enquiry and working scientifically skills (LKS2)</u></p> <ul style="list-style-type: none"><li>• <b>Asks relevant questions</b></li><li>• Sets up simple enquiries, comparative and fair tests</li><li>• Makes systematic and careful observations</li><li>• <b>Gather and record data accurately in a variety of ways.</b> Interpreting data.</li><li>• Makes statements on findings from enquiries using simple scientific vocabulary, drawings, labelled diagrams etc.</li><li>• Report findings both in written and oral form.</li><li>• Use results to draw simple conclusions, making new predictions and raising further questions.</li><li>• <b>Identifies difference, similarities or changes related to simple scientific ideas and processes (Pattern seeking)</b></li></ul>	<p><b>What we already know</b></p> <p><u>KS1 – Knowledge and skills</u></p> <ul style="list-style-type: none"><li>• Y2/A1 – Process of reproduction and growth</li><li>• Y2/Su1 – Animals have offspring which grow into adults</li><li>• Y2/Su2 – What is a habitat? What lives in our habitat? How does a habitat change throughout the year? Animal adaptation.</li><li>• Y2/Su2 – Grouping and classifying</li></ul> <p><u>KS2 –Skills</u></p> <ul style="list-style-type: none"><li>• Y3/S1 – Ask relevant questions</li><li>• Y3/Sp2 – Gather and record data</li></ul>
<p><b>Illustration</b></p> <p><b>Food Chains</b></p> <p>grass (producer) → grasshopper (primary consumer) → bluebird (secondary consumer) → snake (tertiary consumer) → owl (apex predator)</p> <p>(decomposers)</p>	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"><li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li><li>• recognise that living things can be grouped in a variety of ways</li><li>• recognise that environments can change and that this can sometimes pose dangers to living things</li><li>• Complete a habitat study of the school grounds</li><li>• Research an endangered animal</li><li>• Classify vertebrates</li><li>• <i>Outdoor learning –habitat study</i></li></ul>	<p><b>Concepts</b></p> <ul style="list-style-type: none"><li>• Differences between vertebrate/invertebrate – those with and without a spine</li><li>• Living things can be grouped in different ways</li><li>• Environments can change and this can pose danger to living things and their habitats</li><li>• Animals and humans have different diets and live in different habitats</li><li>• Some animals hunt and others are hunted</li></ul>
<p><b>Other/Cross Curricular Links</b></p> <p>Maths – data – survey</p> <p>Computing - creating branching data bases</p> <p>Geography – global goals 11, 14 and 15 – urban and rural</p>		<p><b>Adaptation for SEND</b></p> <p>Differentiated worksheets</p> <p>Images and pictures used to decrease need for writing</p> <p>Worksheets produced to decrease page organisation</p>