

Year 4 Progression map – Living Things and Their Habitats:		
National curriculum objectives:	Scope:	Coherence:
<ul style="list-style-type: none"> 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 <p>Misconceptions:</p> <ul style="list-style-type: none"> if you cut an earthworm in half, you get two worms worms are a nuisance and have no use to humans or the environment litter dropped on land does not end up in the sea all plants grow flowers that animals underwater do not breathe that sharks are mammals that whales are fish that whales do not need air to breathe that all animals except mammals are cold-blooded that spiders are insects 	<p>HEP Science lesson titles:</p> <ol style="list-style-type: none"> Some ways living things can be sorted The different vertebrate groups and their characteristics The different invertebrate groups and their characteristics How to classify living things based on their characteristics Where to find living things in their habitats How humans have affected animal and plant habitats <p>Working scientifically:</p> <ul style="list-style-type: none"> Observe over tie living things in their habitats Identify and classify living things based on their characteristics Interpret classification keys Construct classification keys Predict what group living things belong to Pattern seeking Follow a simple practical procedure Booklet and video as secondary source of information/ data Make a conclusion based on evidence <p>Key scientists and inventors:</p> <ul style="list-style-type: none"> <i>Aristotle and Carl Linnaeus will be referred to in UKS2</i> 	<p>English:</p> <p>Reporting on findings, including oral and written explanations, text comprehension, apply knowledge of root words to understand meaning of new words, discussing understanding and explaining meaning of words in context, predicting what might happen from details specified and implied.</p> <p>Key vocabulary:</p> <p>characteristics, invertebrates, vertebrates, cold-blooded, warm-blooded, gills, entomologist, antennae, abdomen, thorax, colonies, pooter, sweep net, deforestation, endangered, extinct, slash-and-burn.</p> <p>Maths:</p> <p>Matching, classifying/ sorting, counting, constructing and interpreting charts.</p> <p>Art:</p> <p>Poster design.</p>

Builds on:	Future learning:	Further reading:
<p>KS1: Animals including humans and living things and their habitats, observe and talk about changes in seasons,</p> <p>KS2: Plants (characteristics and life cycles), food chains and interdependence, Animals including humans</p>	<p>Year 5: Living things and their habitats (vertebrate and invertebrate life cycles)</p> <p>Year 6: Evolution and Inheritance</p> <p>KS3: Interdependence, evolution and inheritance</p>	<p><u>What a waste - rubbish, recycling and protecting our planet</u> Jess French</p> <p><u>Out and about Minibeast explorer</u> - National Trust</p>