

Science Scheme of Work

Year 4 – Grouping Living Things (Living things and their habitat)	
Links made with other subjects	Nell Bank residential
The BIG Question	Living things: what is the same and what is different?
The BIG Outcome	Produce 2 or 3 classification keys sorting animals both local to Bradford and Britain and one with animals from around the world
Science objectives (link to NC)	-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.
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	Children already know: EYFS – Understanding the world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Yr 2 – Habitats (living things and their habitats)
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	This unit gives prior knowledge to: Yr 6 – Classifying living things
Science strands	<div>Related Enquiry Questions</div> <div><div>Classifying</div><div>Based on the children’s own criteria: - classify a number of living things in their local environment (plants and animals) -classify a number of living things in the wider environment (plants and animals) after completing research -introduce branching databases/dichotomous keys.</div></div> <div><div>Observing over time</div><div>-Observe a life cycle (e.g. caterpillars, chicks, farm animals).</div></div> <div><div>Pattern Seeking</div><div>- Do animals with have? - Do plants with have?</div></div> <div><div>Comparative testing</div><div>Not relevant</div></div> <div><div>Researching</div><div>- Research and be able to name plants and animals in the wider environment e.g. polar, desert, jungle, etc.</div></div>
Vocabulary/ Glossary	Classification, classification keys,
Knowledge (see italics for knowledge to remember)	<div>The knowledge that children will learn and remember:</div> <div><div>1. Living things can be grouped (classified) in different ways according to their features.</div><div>2. Use questions with Yes or No answers to classify Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals and spot the similarities and differences. Identifying some distinguishing features</div><div>3. Reptiles have scaly skin</div></div>

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	<ol style="list-style-type: none"> 4. <i>Mammals have hair/fur and give birth to young</i> 5. <i>Fish lay eggs, live in water and breathe through their gills</i> 6. <i>Birds have feathers and a beak</i> 7. <i>Classification keys can be used to identify and name living things.</i>
SEND expectations	<ol style="list-style-type: none"> 1. <i>Living things can be grouped (classified) in different ways according to their features.</i> 2. <i>They Can sort animals using provided questions</i> 3. <i>Identify and group animals using their visual differences</i> 4. <i>Classification keys can be used to identify and name living things.</i>
Common misconceptions	<p>Some children may think:</p> <ul style="list-style-type: none"> - the death of one of the parts of a food chain or web has no or limited consequences on the rest of the chain - there is always plenty of food for wild animals - animals are only land-living creatures - animals and plants can adapt to their habitats, however they change - all changes to habitats are negative.