

Year 4 – Dangers to living things (Living things and their habitat)												
Links made with other subjects	English – persuasive writing about pollution (plastic or oil)											
The BIG Question	Are living things in danger?											
The BIG Outcome	Informative piece of writing outlining the dangers and what is causing them											
Science objectives (link to NC)	- recognise that environments can change and that this can sometimes pose dangers to living things - construct and interpret a variety of food chains, identifying producers, predators and prey											
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 (living things and their habitats)											
Science strands	<table><tr><td>Related Enquiry Questions</td></tr><tr><td>Classifying</td></tr><tr><td>Not relevant</td></tr><tr><td>Observing over time</td></tr><tr><td>- Observe living things in their local environment at different times of the year</td></tr><tr><td>Pattern Seeking</td></tr><tr><td>Not relevant</td></tr><tr><td>Comparative testing</td></tr><tr><td>Not relevant</td></tr><tr><td>Researching</td></tr><tr><td>- Research global environmental issues and their impact on living things.</td></tr></table>	Related Enquiry Questions	Classifying	Not relevant	Observing over time	- Observe living things in their local environment at different times of the year	Pattern Seeking	Not relevant	Comparative testing	Not relevant	Researching	- Research global environmental issues and their impact on living things.
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Vocabulary/ Glossary	environment, habitat, human impact, positive, negative, migrate, hibernate herbivore, carnivore, omnivore, producer, predator, prey, food chain											
Knowledge (see italics for knowledge to remember)	<p>The knowledge that children will learn and remember:</p> <ol style="list-style-type: none">1. <i>Living things live in a habitat which provides an environment to which they are suited (Year 2 learning).</i>2. <i>These environments may change naturally e.g. through flooding (Examples in Bradford or Yorkshire</i> https://www.thetelegraphandargus.co.uk/news/19374454.15-000-new-trees-keighley-reduce-river-aire-flood-risk/), <i>fire, earthquakes (California) etc.</i>3. <i>Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) (above link planting trees)</i>4. <i>Can change in a bad way (i.e. negative human impact, such as littering).</i> (Building in local area on flood plain or globally deforestation)5. <i>These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</i>											

Science Scheme of Work

	<p>6. <i>Living things can be classified as producers, predators and prey according to their place in the food chain.</i></p> <p>7. <i>To know an example of a food chain with 3 or 4 animals in</i></p>
SEND expectations	<p>1. <i>Living things live in a habitat which provides an environment to which they are suited and they can change on their own</i></p> <p>2. <i>Humans also cause the environment to change both good and bad.</i></p> <p>3. <i>These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</i></p> <p>4. <i>Living things can be classified as producers, predators and prey according to their place in the food chain.</i></p>
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.