

## YEAR 4 LIVING THINGS AND THEIR HABITATS PLANNING

**Class:** Term: **Subject: Science** Unit: **Living things and their habitats**

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: Support from more able partners in mixed ability work. Additional adult support. Given writing frames</p> <p>GT: encourage use of scientific vocabulary. Provide extension activities to apply their own knowledge and to research information independently</p>	<p>English: new vocabulary and researching and presenting information</p> <p>Maths: categorising animals</p> <p>ICT: learning from online activities and using presentation software</p> <p>PSHCE &amp; PE: learning how to care for animals and the environment</p>
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To understand that organisms can be grouped in a variety of ways</p> <p>To understand the difference between vertebrates and invertebrates</p> <p>To classify organisms in Venn and Carroll diagrams</p> <p>(1 hour)</p>	<p><b>Intro:</b> Revise how the word 'classify' means to sort into groups Revise how an 'organism' is a living thing Explain that we will be looking at classification of organisms over the next few weeks</p> <p>In small groups, give children images of a variety of organisms to classify into groups Ask them to think of as many different ways of classifying them as they can (there are many different ways e.g. climate, type of animal, number of legs etc) Ask children to share some of the ways that they decided to group the animals</p> <p><b>Explain how vertebrates are animals that have backbones and invertebrates are animals that do not have backbones:</b></p> <ul style="list-style-type: none"> <li>• animals with exoskeletons (skeletons outside their bodies) are invertebrates</li> <li>• animals with no skeleton are invertebrates</li> <li>• animals with endoskeletons (skeletons inside their bodies) are vertebrates</li> <li>• all insects, spiders, snails and worms are invertebrates</li> </ul> <p><b>Main:</b> Children to sort organisms into:</p> <ul style="list-style-type: none"> <li>• a Carroll diagram with headings of Vertebrate / Invertebrate and Wings / No wings</li> <li>• a Venn diagram with headings of Lives on land and Lives in water</li> </ul> <p><b>Extension:</b> Add some of their own examples of animals</p> <p><b>Plenary:</b> Revise the key differences between vertebrates and invertebrates Ask children to name an animal of their own for the other children to classify in the Venn and Carroll diagrams</p>	<p>Animals (on laminated cards)</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p>	<p><b>MUST:</b> understand that animals can be classified in different ways</p> <p><b>SHOULD:</b> classify animals correctly in Venn and Carroll diagrams</p> <p><b>COULD:</b> add some of their own examples to the Venn and Carroll diagrams</p>

2	<p>To compare and classify organisms</p> <p>To compare the features of organism groupings</p> <p>To know some examples of different groups of organisms</p> <p>(1 hour)</p>	<p>Intro: Revise how an organism is a living thing Explain to children that we are going to be comparing different organisms and looking at ways that we can classify (sort) them Show children the first activity at <a href="https://www.sheppardsoftware.com/science/animals/games/animal-characteristics/">https://www.sheppardsoftware.com/science/animals/games/animal-characteristics/</a> (if the link does not work, Google 'Sheppard software games animal characteristics') Emphasise how information linked to the image appears when you hover over it, as this is what the children will need to look at to complete the worksheet Explain that there are five animal kingdoms for vertebrates (animals with backbones): mammals, birds, reptiles, amphibians and fish Explain that organisms can be classified (sorted) in many different ways, and we are going to see some examples of groups that we can use for this Show the children the second activity at <a href="http://www.sheppardsoftware.com/content/animals/kidscorner/kidscorner_games.htm">http://www.sheppardsoftware.com/content/animals/kidscorner/kidscorner_games.htm</a> (as of 25th August 2020, this activity is not working. This website is updating its games so that they all work again. We will be checking it regularly and when the new functioning version of the game is available, we will replace this link) and how to use it for the worksheet Show the children the third activity at <a href="http://www.oum.ox.ac.uk/thezone/animals/animalid/games/animal1.htm">http://www.oum.ox.ac.uk/thezone/animals/animalid/games/animal1.htm</a> (if the link is not working, Google 'oxford university museum of natural history animal id game', click on the first search result and click 'Animal ID') The activity can be completed in two ways:</p> <ol style="list-style-type: none"> <li>Using images. If asking the children to complete the task this way, model for them how to complete the steps to do this (see slide 3 in worksheet file).</li> <li>Writing organism names. If asking the children to complete the task this way, children can just write the names of the organisms that they know (unfortunately the game does not provide the names of the organisms, only pictures of them)</li> </ol> <p>Main: Children to use the online activities to complete two worksheets on animal classification groups and examples of organisms that belong to different groups</p> <p>Plenary: Revise the main groupings (and their characteristics) of vertebrates: mammals, birds, reptiles, fish and amphibians Revise some of the other groups that animals can be classified as being part of</p>	<p>Check links work in advance of lesson</p> <p>Links and worksheet saved so that children can access them</p> <p>Computers / tablets</p> <p>Worksheets</p>	<p>MUST: understand that organisms are grouped based on shared characteristics</p> <p>SHOULD: know some classification groups for organisms</p> <p>COULD: know some examples of organisms that belong to each group</p>
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3	<p>To compare the features of mammals, birds, reptiles, amphibians and fish</p> <p>(1 hour)</p>	<p><b>Intro:</b> Revise the five main groups for vertebrates: mammals, birds, reptiles, amphibians and fish Show children the table that shows the characteristics of each of these groups and explain how to read across and down from the column and row headings</p> <p><b>Main:</b> Children to answer questions on interpreting the table comparing the characteristics of mammals, birds, reptiles, amphibians and fish Extension: Children to make up some of their own questions for a partner</p> <p><b>Plenary:</b> Give children a blank copy of the table and in pairs / small groups, ask them to fill in as much of it as they can in a given amount of time Award points to the children who fill in the most of the table correctly</p>	<p>Table of characteristics (display on IWB)</p> <p>Worksheets</p> <p>Blank copies of table</p>	<p><b>MUST:</b> know the five main groups that vertebrates are classified into</p> <p><b>SHOULD:</b> use the table to correctly extract information on the groups</p> <p><b>COULD:</b> remember the characteristics of the groups, without referring to the table</p>
4	<p>To know some of the classification groups for invertebrates</p> <p>To classify invertebrates</p> <p>(1 hour)</p>	<p><b>Intro:</b> Revise the five main groups for vertebrates: mammals, birds, reptiles, amphibians &amp; fish Revise how invertebrates are animals that do not have a backbone Explain that there are also classification groups for them, where animals are grouped based on their common features Show children the groups (insects, arachnids, crustaceans, cephalopods, gastropods, bivalves, annelids, echinoderms, cnidarians) and their characteristics Explain that there can also be narrower subcategories for each of these groups and also more broader groups e.g. Arthropods includes spiders, crabs and insects</p> <p><b>Main:</b> Children given cards with names and images of a number of animals and they need to give the name of the group that each animal belongs to Extension: Children to find more examples of their own in non-fiction books on animals</p> <p><b>Plenary:</b> Revise the difference between vertebrates and invertebrates Explain any animals that children found tricky</p>	<p>Cards (photocopied and cut up – enough for one set between 6 children)</p> <p>Non-fiction books on invertebrates (for extension)</p>	<p><b>MUST:</b> classify <i>most</i> of the invertebrates correctly</p> <p><b>SHOULD:</b> classify <i>all</i> of the invertebrates correctly</p> <p><b>COULD:</b> find some of their own examples to classify</p>

To access the complete version of this [Year 4 Living Things and their Habitats planning](http://www.saveteacherssundays.com/science/year-4/374/), and all of the resources to go with it, visit

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