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| **Lesson 1: Grouping**Identify & Classify**Big Question – How can you group the different animals?**Group the class using different criteria – favourite food/colour, school lunch, hair colour. Discuss why grouping is useful. Then ask how we could sort different animals. Discuss classifying animals into two categories and provide chn with plastic animals and ask them to sort them into two groups (has/has not), introduce vertebrate and invertebrate and ask chn to sort their animals accordingly. Once chn are confident sorting into two groups ask chn if they are able to sort their animals using an intersecting Venn diagram. | **Lesson 2: Grouping**Identify & Classify**Big Question – How can we group the animals in our school environment?**Recap last lesson with the children and explain that they are going to find out what animals we have in our school environment. Can the children think about which animals they might find at school, do they think they will be able to recognize all the different animals including minibeasts they might find?Group 1 – Visit the school pond to pond dip. What living things live in the pond habitat? Introduce simple classification by using simple pond dipping sheet to identify animals. Group 2 – Visit allotment and outdoor classroom areas. What living things live in this habitat? Record plants and animals on their record sheet. | **Lesson 3: Classification**Identify & classify**Big Question – What is classification?**Introduce classification keys:[BBC Bitesize - Classification Keys](https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z9cbcwx) What are they used for? Why might they be helpful? Who would want one?Go outside and make a human key to classify the class.Chn to work on completing given keys – firstly classifying according to vertebrate and invertebrate, then using a key to classify given animals, then completing some questions and adding some animals. |
| **Lesson 4: Classification**Identify & Classify**Big Question – Can you classify the living things in the school environment?**Chn to spot how animals have been sorted incorrectly in a key. Model how to write a simple classification key using the living things in our school grounds/pond.Children then go out on a hunt for 4 living things – one invertebrate, two plants and one other living thing. Collect (use pooters to collect animals) and return to classroom to draw pictures of their living things on small pieces of paper and name them. Children create own classification key for their 4 living things. Use pieces of paper and straws.  | **Lesson 5: Environmental changes**Research**Big Question – What would happen if there were no bees?**Use video to learn about how the changing environment can affect the bee population Are insects facing extinction? - BBC NewsroundResearch what the main threats are to the bee population: Why Are Honey Bees Endangered? - Earth.Org Kids. Why Are Bees Important? - The Woodland Trust - Woodland Trust. Ask the children what would happen to our school grounds if all the bees died. Use the guidance sheets to support (school grounds ecosystem). Visit allotment and draw pictures – as it is now and how it would be with fewer/no bees. Write an explanation to accompany the picture. | **Lesson 6: Environmental changes**Research**Big Question – How do humans impact the environment?**Use video to learn about how humans can impact the environment. How do human beings affect the environment? - BBC Bitesize. Research how litter can cause danger in the school grounds: Litter and Animals - Preventing injury from rubbish – RSPCA. Go outside and litter pick (use grabbers and gloves). Investigate the types of litter in the school grounds, sorting into categories and interpret how it gets there and who might drop it. Consider what impact the litter has on humans and the animals that are in our school grounds (goats). Make a poster (writing link), or video warning of the dangers and consequences of litter.  |

**Year 4 – Living Things and their Habitats**

**Science Display:**Enquiry type symbols

Photographs

Vocabulary

**Things to include each half term:**

1 x active learning

1 x outdoor science lesson

3 x experiments/investigations

1 x child-led investigation

3 x enquiry type lesson