

Year4				
<i>Topic</i>	<i>Prior Learning</i>	<i>Present learning</i>	<i>Misconceptions</i>	<i>Future learning</i>
<p>Living things and their habitats National Curriculum</p> <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. construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats) 	<p><u>Knowledge and Understanding–</u></p> <ul style="list-style-type: none"> -that living things can be grouped in a variety of ways and that varying habitats found in UK -animal groups and flowering and non-flowering plants found in England -how habitats change over the year -how to construct and interpret a variety of food chains, identifying producers, predators and prey <p><u>Investigations:–</u></p> <ul style="list-style-type: none"> -create keys to identify animals found in England -create keys to identify plants found in England -explore human impact on environment -Explore how removal of one species from an environment, affect others? <p><u>Vocabulary:</u></p> <p>phylum classification habitats adaptation deforestation human impact predator Decomposer Food chain consumer</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> arrows in a food chains mean 'eats' 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. 	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)