



INTENT: What do we want the children to remember/be able to do?

Know the seven processes needed to be a living thing.

Know that living things can be grouped in a variety of ways (mammals, birds, amphibians, reptiles, fish, vertebrates, invertebrates).

Use a classification key to group and identify things.

Understand that environments can change and that these changes can be a danger to other living things.

National Curriculum Objectives	Hook To Learning	Vocabulary	
- 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. - Recognise that environments can change and that this can sometimes pose danger to living things.	Exploring and investigate the local environment.		
	Key Scientists	Subject Specific	Transferable
	Jane Goodall, expert on wild chimpanzees Seirian Sumner, evolutionary biologist, insect.	Consumer Food chain Habitat Key Life cycle Nutrition Organism Predator Prey Producer Reproduce	Explore Variety Environment Local Grouping Identity Impact Observation Recording
Prior Learning	Implementation	Future Learning	
In Year 2, children should: - Explore and compare the difference between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including micro habitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.	1. Investigate the local area, field / school garden. Collect data regarding invertebrates, type, quantity and their micro habitat including the variety of plants. (Observation over time). 2, Use a dichotomous classification key to identify the different invertebrates that we saw whilst investigating the local area. (Identify and classify). 3, What makes these invertebrates living things, what else did we see whilst investigating the local area that can be classified as a living thing? Introduce the seven processes needed to be a living thing, acronym MRS NERG. 4, Use knowledge of MRS NERG to identify living things in the wider environment, understand the different groups of animals – mammals, fish, bird, reptiles and amphibians. Create a fact file regarding their attributes. 5, Continue with fact file. 6, Create a dichotomous key based on knowledge of reptiles and mammals as a class and fish and birds independently. 7, Human impact on invertebrates in our local area. Discuss how we affect invertebrate at home and at School, negative and positive and think about the Big Question, are living things in danger? Discuss how invertebrates are affected by	In Year 5: - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals.	



humans in the wider environment. Focus on the use of insecticides and how they affect the bee population. (Pattern seeking). Introduce Seirian Sumner, evolutionary biologist, insects.

8, Explore the affect of humans on the rainforest, in particular the chimpanzee population, introduce the work of Jane Goodall.

9, Explore the affect of humans on marine life. Introduce some species that have become endangered and extinct due to changes in their environment. Watch BBC Newsround weedy sea dragons and write a letter to Greenpeace from the perspective of the weedy sea dragon.

10, (Observation over time). Explore the School field and garden, collect data as per lesson 1 and discuss any observations, discussing why there may or may not be changes and what we may see at different times of the year. Collect woodlice.

11, (Comparative test) observe the behaviour of woodlice due to the amount of light that they are subjected to. Record observations and discuss any findings.

12, Post assessment.

13, Enrichment week.

Working Scientifically

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>Impact: BIG Question: Assessment Opportunity</u>
Does the amount of light affect how many woodlice move around?	Can we use the classification keys to identify all the animals that we found on the school field?	How does the variety of invertebrates on the school field change over the year?	How has the use of insecticides affected bee population?	What is happening in our seas and how is this effecting marine life?	Are living things in danger? Assessment task Know the 7 life processes. Understand classification keys and how to classify living things according to their characteristics. Understand changes to local habitats and the wider environment.

Year 4 Autumn 2025



Living Things and Their Habitats

