

# Meadows First School Knowledge Organiser

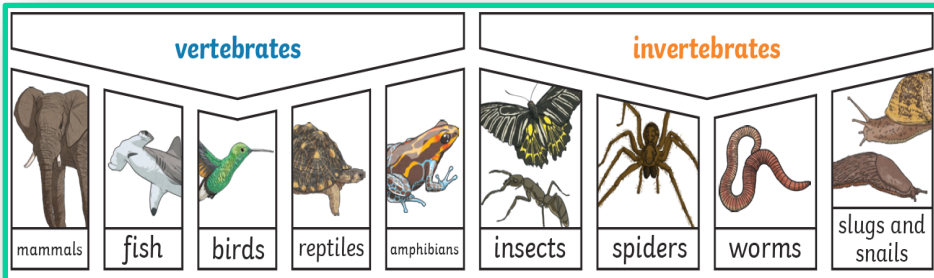
## SCIENCE

### Year 4 Aut A

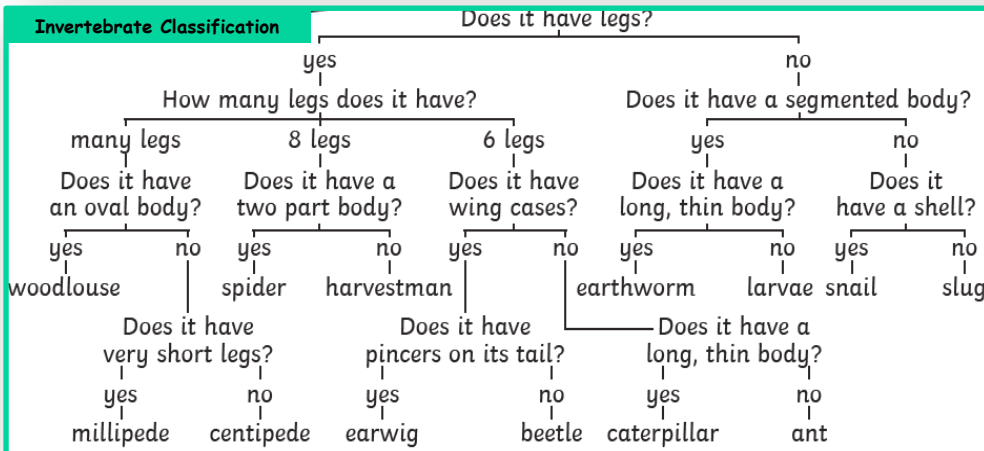
### FOCUS: Living things and their Habitats

#### Key Knowledge

I know that living things can be grouped in a variety of ways. *Can you name an invertebrate? How could you group these animals?*



I can use classification keys to help me group, identify and name living things.



I recognise that habitats can change and this can be dangerous to living things.



- Changes to an environment can be natural (earthquakes, storms, wildfires) or human-made (deforestation, pollution, urbanisation). *Can you name a factor that could cause an environment to change?*
- Plants and animals rely on the environment to give them everything they need. Changes in habitat can be dangerous for plants and animals. *Can you name a positive way that humans can affect the environment?*

#### Key Vocabulary

<b>characteristics</b>	The distinguishing features that are specific to a species.
<b>classification</b>	Grouping plants or animals into groups according to similarities.
<b>invertebrates</b>	Animals without a backbone.
<b>vertebrates</b>	Animals with a backbone.
<b>habitat</b>	The area where particular plants and animals live.
<b>endangered</b>	A plant or animal where there are not many of the species left.
<b>extinct</b>	When a species has no more members alive on the planet.

#### Working Scientifically

- We will discuss criteria for grouping different animals and sorting them using Carroll and Venn diagrams.
- We will make observations of invertebrates we find in the school allotments which we will record in classification keys.
- We will carry out scientific research on habitats and food webs using computers and books in order to see the impact of environmental change on living things.

#### Prior learning

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)

**MISCONCEPTIONS– some children may think:** 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.