**Year 4**
**Unit: Living Things and their habitats**

**Intent:**
Recognise that living things can be groups in a variety of ways.
Explore and use classification keys to help group, identify, and name a variety of living things.
Recognise that environments can change and that this can sometimes pose dangers to living things.

**Prior learning**
Year 1 – Identify and name a variety of common plants and animals
Year 1 – Identify and describe the basic structure of a range of flowering plants.
Year 1 – Describe and compare the structure of a range of common animals
Year 2 – Identify and name a variety of plants and animals in their habitats

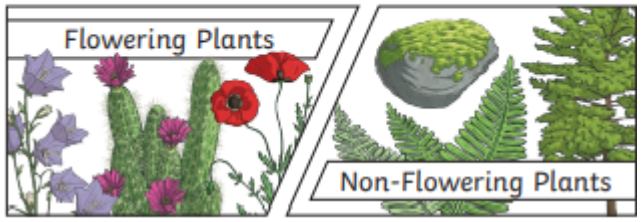
**Later learning (not in Year 4)**
Year 5 – Describe the differences in the life cycles of groups of animals
Year 5 – Describe the life process of reproduction in some plants and animals.
Year 6 – Give reasons for classifying plants and animals based on specific characteristics.

**Key Questions:**
- What does 'organisms' mean?
- Name the seven life processes.
- Forest, desert, and the ocean, are all examples of what?
- What is the definition of 'classification'?
- Name an endangered animal.
- What does it mean for an animal to be an endangered species?

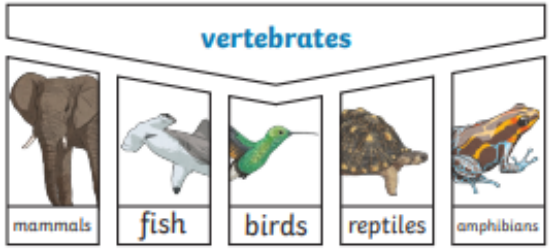
To stay alive and healthy, all living things need certain conditions that let them carry out the seven **life processes**:

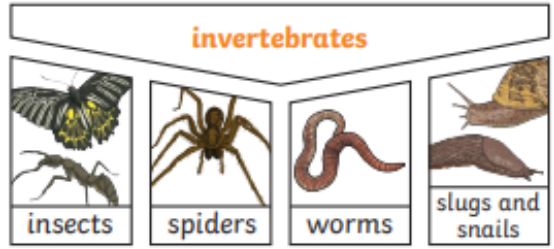
**Movement** **Growth**
**Respiration** **Reproduction**
**Sensitivity** **Excretion**
**Nutrition**

Plants can be sorted into many different groups. For example:




Animals can be grouped in lots of different ways based upon their **characteristics**.



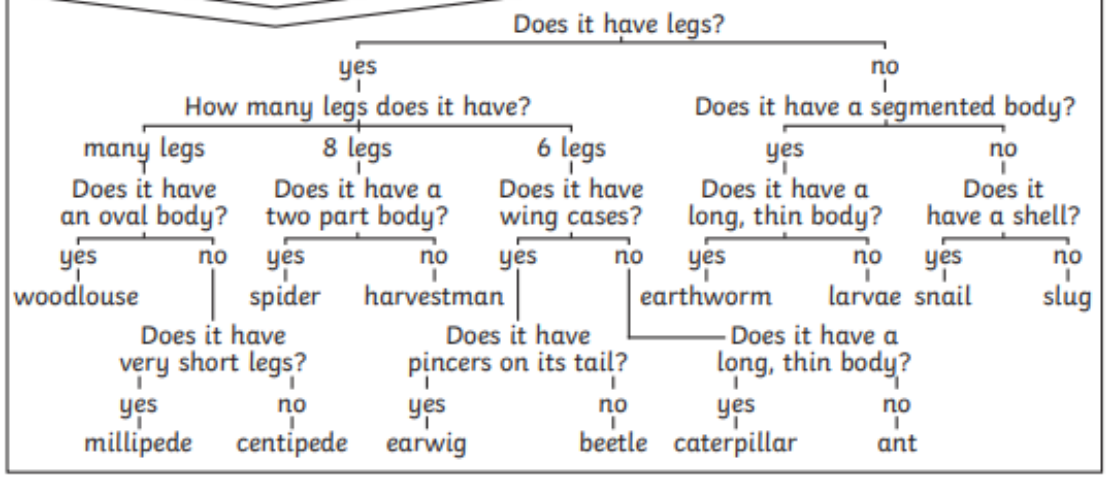




**Vertebrates** can be separated into five broad groups.

You could sort **invertebrates** you might see around school in different ways, such as in this example. The vast majority of living things on the planet are **invertebrates**.

You can use **classification** keys to help group, identify and name a variety of living things. Here is an example of a **classification** key:

**Invertebrate Classification Key**




Changes to an **environment** can be natural or caused by humans. Changes to an **environment** can have positive as well as negative effects. Here are some examples of things that can change an **environment**.

*Natural*
- earthquakes
- storms
- floods
- droughts
- wildfires
- the seasons

*Human-Made*
- deforestation
- pollution
- urbanisation
- the introduction of new animal or plant species to an **environment**
- creating new nature reserves

Plants and animals rely on the **environment** to give them everything they need. Therefore, when **habitats** change, it can be very dangerous to the plants and animals that live there.

| Vocabulary | |
|---|---|
| **Characteristics** | The distinguishing features or qualities that are specific to a species. |
| **Classification** | This is where plants or animals are placed into groups according to their similarities. |
| **Endangered species** | A plant or animal where there are not many of their species (type) left and scientists are concerned that the species may become extinct. |
| **Environment** | An environment contains many habitats and these include areas where there are both living and non-living things. |
| **Extinct** | When a species has no more members alive on the planet, it is extinct. |
| **Habitat** | The specific area or place in which animals or plants may live. |
| **Invertebrates** | Animals without a backbone. |
| **Life processes** | The things living things do to stay alive. |
| **Organisms** | Another word that can be used to mean 'living things'. |
| **Specimen** | A particular plant or animal that scientists study to find out about its species. |
| **Vertebrates** | Animals with backbones. |