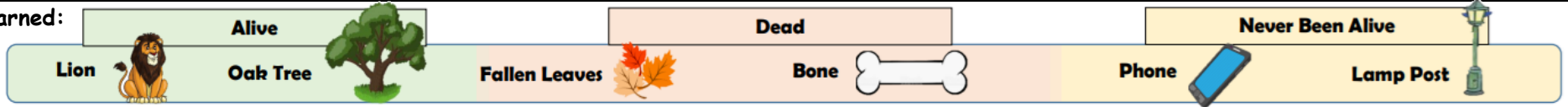


# Year 4: Deadly 60

Science

## What do we already know?

In Year 2, we learned:

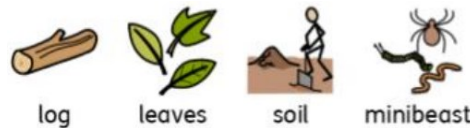


**Habitats:** A habitat is a place where living things, such as animals and plants, can find all of the things they need to survive. This includes food, water, air, space to move and grow and some shelter.



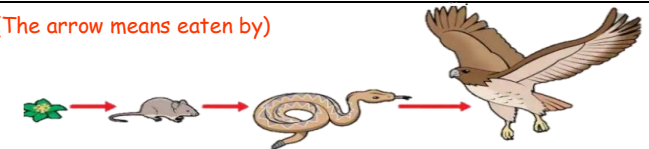
Some habitats are large, like the ocean, and some are very small, such as under a log.

**Microhabitats:** Microhabitats are very small habitats where minibeasts may live.



Examples of microhabitats include under stones, in grass, under fallen leaves and in the soil.  
•Minibeasts that can be found there include worms, snails, ants, centipedes, millipedes, and butterflies and they help to keep the microhabitat healthy.

(The arrow means eaten by)



- Every living thing needs food in order to create energy. This process is called nutrition.
- Plants achieve nutrition by photosynthesising, using water, carbon dioxide and light.
- Animals cannot photosynthesise. They need to eat food (either plants or other animals) in order to get energy.
- Therefore, living things depend upon one another to live.

## CHARACTERISTICS OF LIVING THINGS - MRS GREN (All living things do these 7 life processes)

M	Movement	moving, can be fast and obvious or slow and over time
R	Respiration	releasing energy from food (e.g. breathing)
S	Sensitivity	responding to their environment
G	Growth	getting bigger and old
R	Reproduction	producing offspring
E	Excretion	getting rid of waste
N	Nutrition	taking in food

## Fiction Text



## Non-fiction Text



## Vertebrate

### Fish



### Amphibians



### Reptiles



### Mammals



### Birds



## Characteristics

Scales, live in water, cold-blooded, lay eggs, gills

Smooth skin, live in water and land, cold-blooded, lay eggs

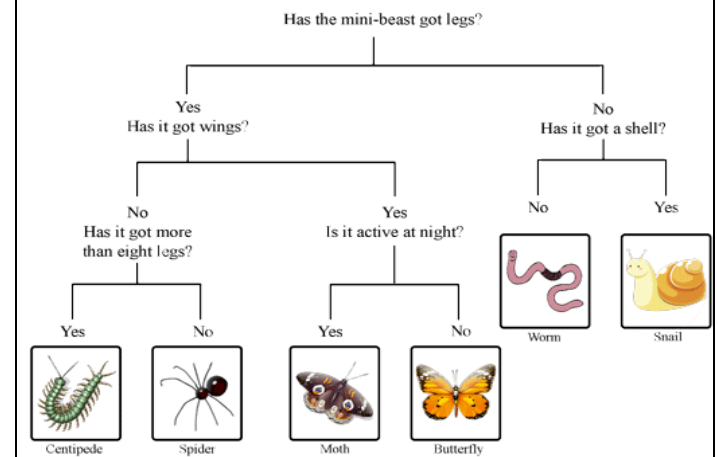
Scales, lay eggs, cold-blooded, lungs










Hair or fur, warm-blooded, live births, lungs



Feathers, warm-blooded, lay eggs, lungs

## Classification Keys



A set of yes or no questions about the characteristics of living things. They are used to group and sort animals and plants. Answer the questions and follow the Lines depending on whether the answer is yes or no.



Vocabulary		
Key Word	Image	Definition
Vertebrate		Animals which have a backbone/spine.
Invertebrate		Animals which do not have a backbone/spine.
Environment		The surroundings or conditions in which an animal or plant lives.
Deforestation		The action of clearing a wide area of trees.
Deciduous		Trees that lose leaves in the autumn every year.
Evergreen		A tree or bush which has green leaves all the year round.
Herbivore		An animal that only eats plants .
Omnivore		An animal that eats both plants and other animals.
Carnivore		An animal that only eats other animals.

Scientific Skills	
	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
	Identifying differences, similarities or changes related to simple scientific ideas and processes.

As a Scientist, here's what I will know by the end...	
<ol style="list-style-type: none"> <li>1. I will know that living things can be grouped according to different criteria (where they live, what type of organism they are, what features they have). For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs. #</li> <li>2. I will be able to explain that all living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes: (MRS GREN)</li> <li>3. I will understand that habitats can change throughout the year and this can have an effect on the plants and animals that live there.</li> <li>4. I will know that humans can have positive and negative effects on the environment: (<b>positive effects:</b> nature reserves, ecological parks and <b>negative effects:</b> litter, urban development).</li> </ol>	

Links to Geography Climates...	
<ol style="list-style-type: none"> <li>1. I will know the 8 compass points and be able to give direction using these.</li> <li>2. I will be able to identify the position of the poles, the northern hemisphere and the southern hemisphere on a globe or atlas.</li> <li>3. I understand and can explain climate zones, biomes and vegetation belts.</li> <li>4. I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> </ol>	
	
<ol style="list-style-type: none"> <li>5. I will be able to use a atlas to locate some countries and cities within these various climate zones.</li> <li>6. Using maps and photographs, I will prepare a report about an animal I have chosen; this will contain details of the animal, where it lives in terms of climate and biome, and what it eats.</li> </ol>	