

Inspiring and enabling our school community to live life to the full



YEAR 4 SCIENCE

Classification Plants and Animals

Our Science curriculum aims to enthuse children and help them to be curious and develop a sense of excitement about the world. Through a range of teaching, learning and extra-curricular opportunities, children will develop scientific knowledge and conceptual understanding to recognise the uses and implications of Science, today and for the future. We encourage children to ask their own questions; predict how things will behave and analyse causes, using Science to explain what is happening.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Children explore a variety of animals living on the Earth and classify into fish, amphibian, reptile, bird or mammal based on similar features in Year 1
In Year 2, children visit several different habitats (and microhabitats) around the school and identify the living things found there. They sort a collection of objects according to whether they are living things (plants and animals), things that once lived or things that have never been alive. They know how animals in all habitats depend on plants and each other for food by creating simple food chains. They consider how living things are suited to live in different habitats.
In Year 3, children compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Key Vocabulary taught in this unit:

characteristic, feature, internal, observable, segment, branching key, annelid, arachnid, cold-blooded, crustacean, flowering plant, mollusc, myriapod, non-flowering plant, organism, warm-blooded.

Key Questions:

How are living things classified?
How are vertebrates classified?
How are invertebrates classified?
Can you use a branching key?
What is this living thing?

Intent: What do we want the children to know, be able to do by the time they complete this unit?

- 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.

Working Scientifically

- Recording findings using simple scientific language, [drawings, labelled diagrams,] keys, [bar charts, and tables].
- Identifying differences, similarities [or changes] related to simple scientific ideas and processes.

Impact / Outcome:

Children will learn that scientists group and classify things as a way of organising them, simplifying complex information, making generalisations and gaining insights into the relationships between different things. They will learn that branching keys are a helpful tool for scientists to represent differences between species when identifying and naming them.

They will develop an understanding of the following type of enquiry: identifying and classifying.

P4C Inquiry (where appropriate)

Should zoos be banned?