



Year 4: Which wild animals and plants thrive in your locality?

Previous Y1



1. Can we group vertebrates and invertebrates?
2. What is a classification key and how can we use one to explore local plants and animals?
3. Which plants and animals will we find in our local area?
4. What do plants and animals in our area need from their habitat to survive?
5. What are the positive effects of nature reserves and ecology planned parks?
6. What are the negative effects of population and development?

Hook for Learning:

Mini beast hunt around the school grounds.
'The Animals of Farthing Wood' video clips.

We learn the following vocabulary...

Classification, vertebrates, invertebrates, birds, amphibians, mammals, fish, reptiles, insects, snails, slugs, worms, spiders,

We learn the following science knowledge and skills...

- Recognise that living things can be grouped in a variety of ways **(1)**.
 - Explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment **(2)**.
 - Recognise that environments can change and that this can sometimes pose dangers to living things **(6)**.
- *Have a key understanding about what plants and animals need from their habitat to be able to thrive **(4)**

As Thinkers can we...?

Sort and classify information and check clarity

As Talkers can we...?

Raise and answer questions based on observations of animals and what we have found out about them.
Ask closed questions.

We learn the following writing knowledge and skills...

Write a letter in role as the animals of Farthing Wood, persuading the council not to destroy the life expectancy of endangered animals.

Explain the cause and effect of environmental changes on habitats and living things.

We learn the following mathematical knowledge and skills...

Create bar charts and pictograms to show the life expectancy of endangered animals.

Use a classification key to group living things in the local and wider environment.