

# Living in Environments : Science : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify a variety of habitats and explore why organisms live in different habitats.	Children will identify habitats, and consider why their conditions are important for the animals living in them. They will then either describe habitats in their own words, or explore a local habitat.	<ul style="list-style-type: none"> <li>Do children know what a habitat is?</li> <li>Can children identify a variety of habitats?</li> <li>Do children know that animals live in habitats that are suited to their needs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Habitat Cards</li> <li>Riddle Cards</li> <li>Animal Cards</li> <li>Worksheet 1A/1B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to group organisms according to their characteristics.	Children will organise animals into groups according to some of their characteristics. They may then either continue to sort animals according to their own criteria, or examine some animals and group them based on observations.	<ul style="list-style-type: none"> <li>Can children identify similarities and differences between similar organisms?</li> <li>Can children group animals and explain the criteria that has been used to sort them?</li> <li>Can children make careful observations to identify the characteristics of different organisms?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Animal Cards</li> <li>Pots, trowels, etc. (FSD? activity only)</li> <li>Microscopes/hand lenses (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to classify animals into specific groups according to their characteristics.	Children will use classification keys to identify and sort animals into groups. They may also study a range of sources to find out about a particular group of animals.	<ul style="list-style-type: none"> <li>Do children know that animals can be categorised into broad groups according to their characteristics?</li> <li>Can children use a classification key to help them identify which group an animal belongs to?</li> <li>Can children identify a variety of animals that are vertebrates, invertebrates, mammals, amphibians, insects, reptiles, fish and birds?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A</li> <li>Animal Cards A/B/C</li> <li>Animal Classification Key</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to use a classification key to identify animals.	Children will identify a range of animals from different environments using classification keys. Optionally, they may create and test their own classification keys.	<ul style="list-style-type: none"> <li>Can children use a classification key to identify unfamiliar animals?</li> <li>Can children use close observations to identify an animal's characteristics?</li> <li>Can children create their own classification keys to help identify an animal?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>British Animals Classification Key A/B</li> <li>Animal Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to identify and classify a variety of British plants.	Children will use Venn Diagrams and Carroll diagrams to sort plants according to some of their characteristics. Some children may choose their own ways of sorting and classifying plants, too.	<ul style="list-style-type: none"> <li>Can children group a variety of plants according to their characteristics?</li> <li>Can children use a classification key to identify plants?</li> <li>Can children use other sources to help them identify a variety of local plants?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Plant Cards</li> <li>Digital cameras (FSD? activity only)</li> <li>Books, access to internet, etc. (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explore the human impact on habitats and environments.	Children will consider ways in which animals living in environments are affected by human behaviour, then suggest ways in which we can help protect and sustain habitats.	<ul style="list-style-type: none"> <li>Do children know how one change in a habitat can affect all the organisms within that environment?</li> <li>Can children list positive ways in which humans can impact the environment?</li> <li>Can children list negative ways in which humans can impact the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Scenario Cards</li> </ul>