

## How are living things connected with their environment?

### Term 5 Vocabulary

Anticipate

Indicate

Justify

Classify

### **Prior learning from Year 3:**

#### **Plants**

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### **Animals including humans**

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Key National Curriculum content for Year 4:**

- ★ 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
- ★ recognise that environments can change and that this can sometimes pose dangers to living things
- ★ construct and interpret a variety of food chains, identifying producers, predators and prey

Big ideas/concepts	Key questions/s	Vocabulary
Interconnectivity Surviving and thriving Human impact	How can we classify animals? How can living things be grouped? How do environmental changes affect the animals that live there?	Classify Group Vertebrate Invertebrate Food web Food chain Predator Prey Environment Local Habitat

Plans- content, how will we teach this?	Other curriculum areas with rich links to concepts or content?	Important figures/quotes
<p>Local walk to Purdown/St Werburghs</p> <p>Cross curricular opportunities for writing</p>	<p>Geography - using a map to plot a route</p> <p>Geography - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Music - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Music - listen with attention to detail and recall sounds with increasing aural memory</p> <p>Music - use and understand staff and other musical notations</p>	<p>Rachel Carson</p> <p>David Attenbrough</p> <p>Carl Linneas</p>