






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	4	Summer	Living things and their habitats		
National Curriculum Programme of Study	<ul style="list-style-type: none"> 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. 				
Prior Learning	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats) 				
Future Learning	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats) 				
Enrichment	Create a bug hotel/ trip to a local pond/ park				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	Does the amount of light affect how many woodlice move around?	How can we group and classify living things?	How does the variety of invertebrates on the school field change over the year?	How has the use of insecticides affected bee population?	Why are people cutting down the rainforests and what effect does that have?
Working Scientifically Assessment Focus	<p>Record: local survey</p> <p>Working Scientifically Review: Gather, record and classify data</p> <p>Assessment Focus</p> <ul style="list-style-type: none"> Can children group living things in different ways? 				
Sticky vocabulary	<p>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p> <p>Working scientifically vocabulary: enquiry, practical enquiry, results, findings, diagram, similarity, difference</p>				
End points	<ul style="list-style-type: none"> Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things. 				

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| | <ul style="list-style-type: none">• Living things live in a habitat which provides an environment to which they are suited and these environments may change naturally e.g. through flooding, fire, earthquakes etc.• Humans also cause the environment to change.• This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering).• These environments also change with the seasons; different living things can be found in a habitat at different times of the year. |
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