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| ***Words to know and spell (Tier 2 Vocabulary)*** |
| Adaptation | Biomes | Carnivore |
| Consumer | Food chain | Food web |
| Habitat | Herbivore | Invertebrate |
| Micro habitat | Omnivore | Predator |
| Prey | Producer | Source |
| Vegetation | Vertebrate |  |

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| ***Words to understand and spell (Tier 3 Vocabulary)*** |
| **Amphibian** | An animal, such as a frog, that lives both on land and in water but must produce its eggs in water. |
| **Arachnid** | Any of a group of small animals, similar to insects but with four pairs of legs, that include spiders, scorpions, ticks, and mites. |
| **Crustacean** | Any of various types of animal that live in water and have a hard outer shell. |
| **Mammal** | Any animal of which the female feeds her young on milk from her own body. Most mammals give birth to live young, not eggs. |
| **Reptile** | An animal that produces eggs and uses the heat of the sun to keep its blood warm. |

** Year 4 – Science KCV – Living Things and their Habitats**

• Know that animals can be grouped based on their physical characteristics and based on their behaviour

• Know that living things are divided into kingdoms

• Know that a species is a group of living things have many similarities that can reproduce together produce offspring

• Know that a classification key uses questions to sort and identify different living things

• Know how to use a classification key to identify living things

• Know how to create a classification key to sort plants on the school site

• Know that changes to the environment can make it more difficult for living things to survive and reproduce; in extreme cases this leads to extinction

• Know that human activity can change the environment for many living things, endangering their existence

• Know that many species of living things have already been made extinct as a result of human activity

• Know that the polar bear is a famous example of climate change endangering the existence of a species

***Key facts to learn:***

• I can set up simple practical enquiries, comparative and fair tests.

• I can gather, record, classify and present data in a variety of ways to help in answering questions.

• I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

• I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

• I can use straightforward scientific evidence to answer questions or to support my findings

***Key skills to do:***

***Concept check questions. Test yourself:***

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| In what ways can animals be classified?Are physical characteristics of animals exclusive to one category of animal?How have animals adapted to their environments over time? |
| **Opportunities for Investigation:****Research:** How have animals adapted to live on mountains? |
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**Year 3/4 – Science – Summer 1 – Heyford Park School**

**Year 3/4 – Science – Spring 1 – Heyford Park School**

**Year 5 – Science – Autumn 1 – Heyford Park School**