


Learning Journey	Science	Living things in their habitats	Year 4 Spring 1	
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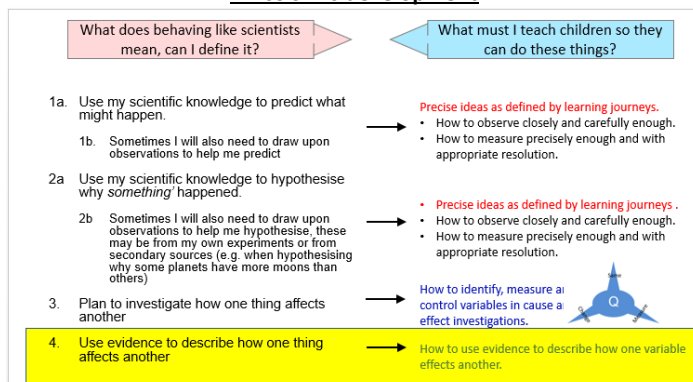
Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>This is new learning and makes no direct link to learning in Y3.</p> <p>In KS1 the children will have learned about habitats and how the seasons affect them.</p>	<p>Idea 1</p> <ul style="list-style-type: none"> In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten. If the population of one organism in the chain or web is affected it has a knock on effect to all the others. <p>Idea 2</p> <ul style="list-style-type: none"> Environmental change (the seasons, human activity, climate change) affects different organisms differently and therefore different habitats differently because all organisms in a habitat are interdependent. Environmental change affects different habitats differently Human activity significantly affects the environment Different organisms are affected differently by environmental change 	<p>Explain what the children will study in the next unit of work and where this will lead in the next year</p> <p>In Y5 children will learn about classification of organisms.</p> <p>In Y6 children will learn about evolution. (How variation and reproduction lead to evolution and adaptation.)</p>	<ul style="list-style-type: none"> Alive, living and non-living. Animal (names of animals they will observe in their specific local environment) Plant (names of plants they will observe in their specific local environment). Variation. Predator, prey, carnivore, herbivore. Food chain, food web, population.. 	<ul style="list-style-type: none"> Survive, die, migrate, hibernate Seasons (and names of). Rainfall, wet, dry, temperature, warm, cold, daylight hours. Environment, habitat, shelter, food, camouflage.

NC coverage and HWJS skills development

National curriculum coverage

- ♣ recognise that living things can be grouped in a variety of ways
- ♣ explore and use 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.

HWJS skills development



A Model of Progression.

1. Pose problems that require the application of knowledge being taught.
2. Deconstruct the problem to define what a child must understand and be able to do to tackle the problem (including what they need to observe and measure), teach these skills and knowledge **at that point**.
3. As children progress through the curriculum they will tackle problems using new ideas, and when the problem requires with closer observation and more precise measurement.

Good enough progression is being able to tackle these problems

Children gather evidence to describe the relationship between variables (cause and effect) by identifying what must be changed, what measured and what must be kept the same.

Knowledge organisers

Idea 1

In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten. If the population of one organism in the chain or web is affected it has a knock on effect to all the others.

Idea 2

Environmental change (the seasons, human activity, climate change) affects different organisms differently and therefore different habitats differently because all organisms in a habitat are interdependent.

Investigate school grounds/ local area and draw pictures of 8 different organisms. Create their own classification key by repeatedly asking dichotomous questions (with exactly two answers) splitting the group up until each group only has one member. They discuss the best sort of questions to ask when making a classification key.

Longitudinal Study Element.

Select a habitat in your school grounds/local environment. Children draw a picture of how it appears now, and describe or measure the weather, temperature and hours of daylight. They predict what this habitat will look like in 6 months' time and identify any changes that might take place. If possible, children revisit the site in 6 months and investigate the habitat as it actually appears

<p><u>Connections / deepening understanding</u></p> <p>How is the understanding of this area deepened in other areas of the curriculum? What links are there in the other subjects in the curriculum?</p>	<p><u>RADE</u></p> <p>Are the rights of the child relevant in this area of study - do they get referred to in the work?</p>	<p><u>Assessment</u></p> <p>By the end of the unit the children will be able to or describe ...</p>		
<p>Maths – Recording data English – Writing a formal report</p>		<p>Identify habitats and investigate food chains.</p>	<p>A branching classification key in which each question has exactly two answers can be used to identify organisms.</p>	<p>Understand the effects of human activity on a food chain and habitat.</p>
<p>Assessment recording for the unit - checking the level of pitch of the work</p>				
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>	
<ul style="list-style-type: none"> • identify habitats and investigate food chains • that a branching classification key in which each question has exactly two answers • It can be used to identify organisms. • Understand the effects of human activity on a food chain and habitat. 	<p>Children can name different habitats and some of the plants and animals that live there. Children can use simple branching keys to identify plants and animals. Children can describe some of the effects of human activity on ecosystems.</p>	<p>Children can name different habitats and some of the plants and animals that live there. They begin to describe how the plants and animals are affected by changes to the environment or the removal of a plant or animals. Children can use and make simple branching keys to identify plants and animals. Children can describe some of the effects of human activity on ecosystems. They can describe changes and threats that this may pose.</p>	<p>Children can name different habitats and some of the plants and animals that live there. They can describe how the plants and animals are affected by changes to the environment or the removal of a plant or animals. Children can use and make simple branching keys to identify plants and animals. They begin to recognise that they are an important scientific tool to identify different organisms based on observable traits. Children can describe the effects of human activity on ecosystems. They can describe changes and threats that this may pose, giving reasons for their opinions.</p>	

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports.