



Year 4 Living things and their habitats

Science Knowledge Organiser

Knowledge

Skills

Vocabulary



Knowledge Progression

How can we classify different animals?

How are the animals suited to where they live?

Can you use the flower to identify the plant?

Which groups can we place plants into?

How do classification keys work?

How does a change in the environment affect the things that live there?

What changes have affected environments throughout the world?



Curriculum Coverage

Pupils should be taught to:

- 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.

Skills Progression

To record findings using simple scientific language, drawings, labelled diagrams, keys, tables, bar charts, scatter graphs and tables

To gather, record, classify and present data in a variety of ways to help in answering questions

Scientific vocabulary

Habitat, micro habitat, pond, meadow, log pile, woodland, river, lake, beach, organism - plant, animal

Trees - deciduous, evergreen, ash, birch, beech, rowan, common lime, oak, sweet chestnut, horse chestnut, apple, willow, sycamore, fir, pine, holly.

Wild flowering plants - cleavers, coltsfoot, daisy, dandelion, garlic mustard, mallow, plantain, red clover, self heal, shepherd's purse, sorrel, spear thistle, white campion, white deadnettle and yarrow.

Garden plants - crocus, daffodil, bluebells, etc

Parts of plants - roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs

Invertebrates - snail, slug, woodlouse, spider, beetle, fly,

Pond animals - pond skater, water slater, ramshorn snail, pond snail, leech, common frog, smooth newt .

Scientific enquiry

How do we classify living things? What do all living things have in common? Does the environment affect what lives there?

