






## What do I already know?

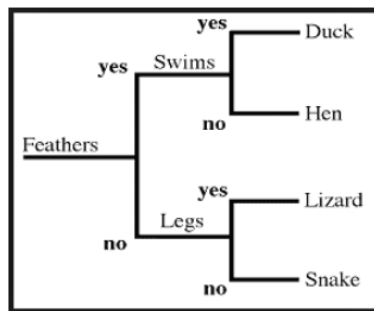
Classification of Animals				
Animals can be grouped in lots of different ways based upon their characteristics.				
Vertebrates	Mammals		Invertebrates A creature that does not have a spine.	
	<ul style="list-style-type: none"> <li>• Warm blooded</li> <li>• Give birth to live young</li> </ul>	Snails		
	Reptiles			<ul style="list-style-type: none"> <li>• Have a shell</li> <li>• Large muscular foot</li> </ul>
	<ul style="list-style-type: none"> <li>• Cold blooded</li> <li>• Many lay eggs</li> </ul>	Slugs		
	Amphibians			<ul style="list-style-type: none"> <li>• Don't have a shell</li> <li>• Large muscular foot</li> </ul>
	<ul style="list-style-type: none"> <li>• Cold blooded</li> <li>• Lay eggs</li> </ul>	Worms		
Fish		<ul style="list-style-type: none"> <li>• Long, narrow bodies</li> <li>• No limbs</li> </ul>		
<ul style="list-style-type: none"> <li>• Cold blooded</li> <li>• Breathe underwater</li> </ul>	Spiders	<ul style="list-style-type: none"> <li>• Have 8 legs</li> <li>• Lay eggs</li> </ul>		
Birds		Insects	<ul style="list-style-type: none"> <li>• Have an exoskeleton</li> <li>• Antennae on their head</li> </ul>	
<ul style="list-style-type: none"> <li>• Warm blooded</li> <li>• Lay eggs</li> </ul>				

Classification of Plants			
Flowering Plants	Examples include:	Non-Flowering Plants	Examples include:
Flowering plants grow flowers. They use pollination to reproduce. Flowering plants make up about 90% of all plant species.	<ul style="list-style-type: none"> <li>• sunflower</li> <li>• daffodil</li> <li>• orchid</li> <li>• rose</li> </ul>	Non-flowering plants do not grow flowers. They rely on seed dispersal in order to reproduce. Non-flowering plants make up about 10% of all plant species.	<ul style="list-style-type: none"> <li>• fern</li> <li>• moss</li> <li>• algae</li> <li>• conifer</li> </ul>

## Classifying Plants and Animals

Animals can be sorted, or classified, in a number of different ways. A 'branched' diagram or a venn diagram, like those shown below, are just two examples.



Branched Diagram



Venn Diagram



Year 4

Summer 1

Data Collection & Habitats

Sustainability Links:

Deforestation

Science Focus:

Biology

## Vocabulary

Word	Definition
Human impact	Changes to environments caused directly or indirectly by humans.
Positive	A change for the better.
Conservation	Preservation, protection, or restoration of the natural <b>environment</b> and of wildlife.
Deforestation	Removing the trees from a large area of land.
Endangered	A species of animal that is at serious risk of extinction (dying out).
Environment	The natural world, as a whole or in a particular area, especially as affected by human activity .
Negative	An unfavourable change
Habitat	The natural <b>environment</b> of an animal or plant
Recycling	Converting waste products into reusable material.
Species	A group of living things that can mate with one another but not with those of other groups.

### What will I learn in this unit?

An environment is the circumstances, people and events around them that influence them. Living things live in a habitat that provides an environment to which they are suited. However, habitats can change over time, which may present animals and plant life with difficulties. Most of the changes to the habitats of living things are caused by humans. We call these changes man-made.

### Changing environments

**NATURAL CHANGES** – different seasons can change habitats. As the weather changes so can the plant life of the habitat. Look at the area around you, do you notice different plants and possible different animals at different times of the year?

**HUMAN CHANGES** – How humans live and what they do can impact habitats both negatively and positively.

**Negative ways:** • Deforestation - cutting down trees for a range of reasons • Littering – dropping rubbish or leaving large objects lying in the environment • Pollution – introducing harmful substances into the environment.

**Positive ways:** • Protecting endangered species via conservation projects • Cleaning bodies of water • Recycling

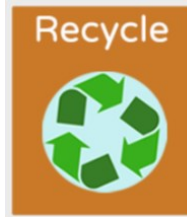
Positive or negative impact? Human or Natural change?



forest fire



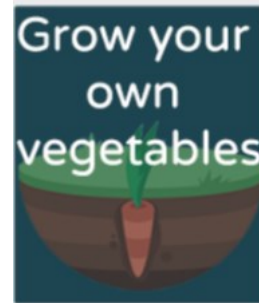
air pollution



flooding



water pollution



**Key skills and concepts:**

**Children will be able to:**

- Plan and carry out a litter survey, using a tally chart to record data.
- Group items into categories to make survey data manageable and present their findings by constructing and labelling pictograms and bar charts.
- Present information as oral and written reports, posters and food chains.
- Work with information from secondary sources to weigh and present evidence, recognise statements that do and do not support an argument.

**Key Questions**

- What living things do we have in our local area?
- How can we analyse our data?
- How can we make conclusions about our data?
- What impact do humans have on the habitat?
- How can we classify animals?
- How can we classify plants?
- What impact do humans have on plant and animal habitats?
- What is deforestation?
- What are the impacts of deforestation on habitats?