



# St. Francis Xavier's RC Primary School

## Science Unit Guidance and Formative Assessment

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| <b>Year Group:</b> | 4 Summer term   | <b>Subject:</b>                                   | Science  |
| <b>Unit:</b>       | <p><b>Living things and their habitats</b><br/> <b>'Catch Up' from Year 2</b><br/>         Compare objects which are living, dead or never lived.<br/>         Match a range of animals to their habitats and micro-habitats.<br/>         Describe how animals and their habitats are well-suited to each other<br/>         Use simple food chains to explain where animals obtain their nutrients and identify and name different sources of food.<br/>         Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> | <b>Prerequisite Learning and Curriculum Links</b> | <p><b>EYFS ELG The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br/> <b>Health and Self Care:</b> How to stay healthy and safe<br/> <b>Year 1:</b> Animals- name and group animals such as herbivores<br/> <b>Year 2:</b> Animals- characteristics of living things, habitats, food chains<br/> <b>Year 3:</b> Animals including humans- diet and nutrition<br/> <b>Experiential Learning</b><br/>         Science day at St Mary's High School - pond dipping</p> |

| <b>ROCKS (Remembering Our Curriculum Knowledge and Skills)</b>  |  |
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| Classify and group living things using classification keys  |  |
| Interpret a variety of food chains and webs, identifying producers, predators and prey  |  |
| Recognise that some ecosystems have keystone species  |  |
| Understand some environmental changes can pose dangers to animals   |  |
| <b>Progressive Journey:</b>   | <b>Skills:</b>   |
| Explore animals and their habitats, both in the local environment and globally through research<br>Revisit the characteristics of living things using 'Mrs Nerg/Mrs Gren'<br>Construct food chains and webs<br>Identify predators and prey on food webs, recognising that an animal can be categorised as both<br>Group and classify animals and plants using a range or criteria or a key<br>Research environmental change and the impact of this on species<br>Discuss how we can have a positive impact on environmental changes | Use the local environment to ask questions and find the answers through close observation<br>Identify and study plants and animals systematically<br>Use scientific research to gain understanding<br>Classify and group animals/ plants using set criteria or a key<br>Present information in a variety of ways, including using charts, webs, posters and presentations<br>Use and make simple guides<br>Identifies similarities and differences |
| <b>Key Vocabulary</b><br>Habitat, species, movement, respiration, sensitivity, nutrition, excretion, reproduction, growth<br>Chain, web, producer, consumer, predator, prey, vertebrate, invertebrate, classification, key, minibeast, keystone species<br>Environmental change, climate change, deforestation, litter, reduce, reuse, recycle  |  |