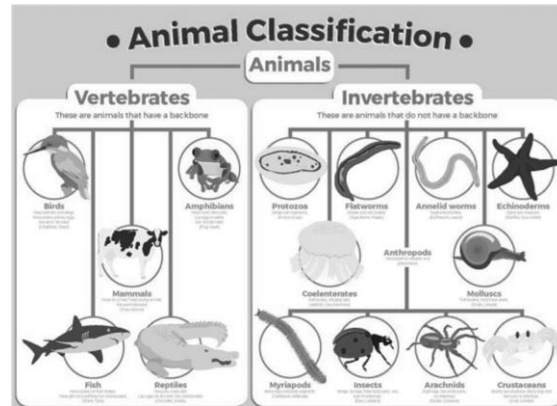


Topic Title: The Living Planet life cycles - seed dispersal/water transportation. Classification of animals and food chains.

Year 4 Term Autumn 1



Key question?

How do plants and animals change during their life span?

Big Questions:

What are the main features of animals within the different animal groups?

How can we use a classification key to identify different animals?

What is a producer, a predator and prey?

What is the function of flowers in pollination and seed dispersal?

Skills Taught:

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Immersion Activity/Provocation

Slow motion, time lapse videos of plant growth and / or seed dispersal. Bring in unusual small insects / animals such as a cricket or stick insect. Forest school bug hunt.

Topic Title: The Living Planet life cycles - seed dispersal/water transportation. Classification of animals and food chains.

Focus Texts:



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Most children will:	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Construct and interpret a variety of food chains, identifying producers, predators and prey. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Some children will progress further and will:	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics.

Enrichment/Outdoor Learning:

Previously....Links to prior learning in Year 2 and 3

Observe closely, using simple equipment and research different animals and their characteristics and habitats.

- Perform simple tests and record simple measurements and talk about their findings.
- Use simple scientific language
- Explore and compare the differences between things that are living, dead and have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats

Key Vocabulary

Recap from Year 2: fish, amphibians, reptiles, birds and mammals. Herbivore/ carnivore/ omnivore Alive/dead/never lived, habitat thrive/ survive/ nutrition/ health/ food group

This topic for Year 4: Life process, producers, predators, prey. life cycle, pollination, seed formation, seedling, seed dispersal.

Cross-curricular links:

DT: Create a 3D paper model of flower with main parts having flaps that lift to show main parts

Art: seed collages and photographs of seed dispersal.

Forest school: finding insects and flowers and flowers and research the life cycles

Celebration of knowledge and skills gained (opportunities for assessment):

Spot mistakes in a food chain. Use classification keys through independent task.

Non-fiction texts: