



Habitats Year 4

Learning outcomes with context

- To recognise that living things (including those in the locality) can be grouped in a variety of ways
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- To recognise that environments can change and that this can sometimes pose dangers to living things
- To construct and interpret a variety of food chains, identifying producers, predators and prey

Learning outcomes without context

- To make decisions, ask relevant questions and use different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations using notes and simple tables
- To take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To gather, record, classify and present data in a variety of ways to help in answering questions
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- To report on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- To use straightforward scientific evidence to answer questions or to support their findings
- To recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations

Key vocabulary children should know by the end of the topic

Producer	Living things which make their own food (plants).
Prey	The animals eaten by other animals.
Predator	Animals which eat other animals.
Carnivores	An animal which eats only other animals.
Herbivores	An animal which eats only plants.
Omnivore	An animal which eats both plants and animals.