



Kilby St Mary's C of E Primary School Curriculum

Year 3 / 4	Science - Summer A Living Things and their Habitats
NC Objectives	Key Knowledge and Vocabulary
<ul style="list-style-type: none"> - 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 <p>Working Scientifically (LKS2)</p> <ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - (not setting up simple practical enquiries, comparative and fair tests) - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> • To know that all living things can also be called organisms, have to do certain things to stay alive. • To know that animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates. • To know that animals can be grouped into carnivores, herbivores and omnivores. • To know the differences between the teeth of carnivores and herbivores. • To know the names of some common wild and garden plants and deciduous and evergreen plants. • To give examples of habitats (including microhabitats) and the animals and plants that can be found there. • To know that animals depend on each other to survive. • To know that habitats can change throughout the year and this can have an effect on the plants and animals that live there. • To know that humans can have a positive and negative effect on the environment. Positive effects: nature reserves, ecological parks. Negative effects: litter, urban development. • To know that global warming is thought to be impacting on many habitats. • To know that flowering plants grow flowers. They use pollination in order to reproduce. • To know that flowering plants make up about 90% of all species of plant. • To know some examples of flowering plants include: Sunflower, Daffodil, Orchid, Orange Tree, Banana Plant. • To know that non-flowering plants do not grow flowers. They rely on seed dispersal in order to reproduce. • To know that non-flowering plants make up about 10% of all species of plant. • To know some examples of non-flowering plants include: Fern, Moss, Algae, Conifer, Seaweed. • To know the seven features of living things by using the acronym MRS GREN (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition). • To know that respiration is the process of respiring, breathing, inhaling and exhaling air.



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| <ul style="list-style-type: none">- reporting on findings from enquiries, including oral and written explanations, displays or presentations (not of results and conclusions)- (not using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions)- identifying differences, similarities or changes related to simple scientific ideas and processes- (not using straightforward scientific evidence to answer questions or to support their findings) | <ul style="list-style-type: none">• To know that reproduction is when an animal or plant produces one or more individuals similar to itself.• To know that a classification key is a tool that is used to group living things to help us identify them.• To know that mammals are warm-blooded. They often have hair/fur on their bodies.• To know that mammals give birth to live young.• To know that mammals often drink milk from their mothers.• To know that snails have shells and they have a large muscular foot, which secretes mucus. Their stomach is directly above their muscular foot. Most snails live underwater.• To know that reptiles are cold-blooded. They normally lay eggs (but some don't). Reptiles have scales or scutes.• To know that slugs do not have shells. They have a large muscular foot, which secretes mucus. Their stomach is directly above their muscular foot.• To know that amphibians are cold-blooded animals. They have moist, scaleless skin. It is often permeable. -Amphibians lay eggs.• To know that worms have long, narrow bodies they do not have limbs (arms and legs). They are bilaterally symmetrical (both sides the same).• To know that fish are cold-blooded animals. They can breathe underwater, using gills. Fish lay eggs. Fins help to propel fish through the water.• To know that spiders have eight legs. Their bodies are made of two main parts. They create silk from their spinneret glands and lay eggs.• To know that birds are warm-blooded. They have feathers, wings and a beak and they lay eggs.• To know that insects have exoskeletons: hard shell-like coverings of their body. They also have three main body parts. They have antennae on the top of their heads. |
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