



Pinner Wood School



Year Group	4	Term	Spring 2	Subject	Science	Topic	Vertebrates and Invertebrates
						Key Question	Who am I?
Prior Learning and other Curriculum Links	(Year 2) <ul style="list-style-type: none"> I can explain the differences between things that are living, dead and things that have never been alive. I can explain that most living things live in habitats which suit them. I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other I can name some plants and animals in their habitats including micro-habitats. I can explain how animals get their food from plants and other animals using a simple food chain and identify and name different sources of food. 				Target Tracker statements (Skills)	Scientific Enquiry I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to scientific ideas and processes. I can use scientific evidence to answer questions or to support my findings.	

Fundamentals	<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 ● recognise that environments can change and that this can sometimes pose dangers to living things. 	Key Facts/Sticky Knowledge	<p>As this topic is new to KS2 - There is no further sticky knowledge that applies.</p> <p>Vertebrates - animals with a backbone. Invertebrates - animals with no backbone. Habitat - the natural home or environment of an animal, plant, or other organism</p>
Our Curriculum Journey	<p>Stunning Start: N/A</p> <p>Journey: The children's journey starts by considering what they already know about classification using the pre assessment sheet. We then consider how we can group animals by looking at classification keys. We then remind pupils of how we used Venn diagrams to group appliances in our topic on electricity. The children will then categorise animals using carol and Venn diagrams. Learning will then progress to looking at vertebrates and invertebrates and using this to categorise animals. The topic will conclude with children coming up with other ways to classify animals and present the information how they see fit.</p> <p>Show stopper: N/A</p>		
Key Vocabulary (revisited)	stay alive, survive, food, balanced diet, nutrition, nutrients, fruit and vegetables, carbohydrates, protein, roughage, fibre, sugar, fat, dairy, skeleton, bones, protect, support, move, muscles, joints, ribs, heart, skull, brain, backbone, spine, spinal column, vertebrate, footprint, trail, vitamins, minerals	Key Vocabulary (new)	environment, impact, positive, negative, litter, pollution, waste, biodiversity, habitat, derelict, graffiti, traffic, destroy, create, location, food chain, producer, consumer, human impact , global issue, destruction, deforestation, rainforest, climate, climate change, zoo, endangered, breed, wild, natural, predator, prey, conservation, categories, tally chart, pictogram, bar chart, axes, scale, opinion, point of view, argument, viewpoint, debate.