Lent 1 Science Year 4: Living Things and their Habitats (Biology)			
Scripture Link: *Genesis* 1:20-21			
National Curriculum Objective •			
Enquiry Question: What are the 3 states of matter and how do they react?			
	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To know that living things can be grouped in a variety of ways.	To know what a classification is.	To know how to classify mini-beasts
Recall and Retrieval	Know what is meant by Carnivore, herbivore and omnivore – naming some examples. know what the word 'biome' means – name examples Know what a food chain is	Know what a habitat is and what it needs to provide. know what is meant by 'micro-habitat' Explain what is meant by vertebrate and invertebrate	Word quiz – what is meant by the following terms - amphibian, reptile, bird, mini-beast and mammal. Give examples for each.
Sequence of substantive knowledge throughout the lesson	I know how to make careful observations I know how to group things in different ways I can describe how and why I have grouped things.	I can describe similarities and differences. I can describe features of objects and group them accordingly. I can use my observations to help me make decisions.	I can identify and name a variety of living things in the environment. I can gather, record and classify data. I can give explanations for my decisions. I can ask relevant questions.
Key Skills/disciplinary knowledge	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **making systematic and careful observations** • **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;** • **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;**	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;** • **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**	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **making systematic and careful observations** • **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;** • **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**

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Key Vocabulary	Classification, classification keys, fish, amphibian, reptile, bird, mammal,	Classification, classification keys, environment, habitat, fish, amphibian, reptile, bird, mammal,	Classification, classification keys, environment, habitat, fish, amphibian, reptile, bird, mammal, vertebrate, invertebrate,
Main teaching activity ***If the school has another short term planning format, this does not need to be included.***			
Scaffolding	Children take photos of their different sorting and groups. Can choose their favourite and stick in books using headings- if working in groups do on paper, photocopy then stick in.	Whole class. You may need STEM sentences to scaffold children's questions e.g Are you…? Do you have?	Mixed ability groups or individual. Give LA children the vertebrates or pair with a child who is showing a good understanding so far to help them notice the detail and read the labels.
Challenge			Support children using identification cards.
Diversity Links			
Catholic Social Teaching Principles	Stewardship – All things are connected.	Stewardship – All things are connected. Seeing God in creation	Stewardship – All things are connected. Seeing God in creation
British Values			
Wider links			

Lent 1 Science Year 4: Living Things and their Habitats (Biology)			
	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know how to classify leaves	To know that some species are endangered.	To know how environmental changes can cause dangers to living things.
Recall and Retrieval	Know the function of the parts of a plant Label the parts of a tree Group some creatures according to their classification.	Know what environment means Can explain what a habitat is and what it needs to provide Explain what is meant by 'life-cycle'.	know what endangered means and can name some endangered species Describe ways in which humans impact the environment
Sequence of substantive knowledge throughout the lesson	I can identify and name a variety of living things in the environment. I can gather, record and classify data. I can give explanations for my decisions. I can ask relevant questions.	I recognise that environments can change, I understand that these changes can have an impact on living things. I know what endangered means: An endangered species is any type of plant or animal that is in danger of disappearing forever I know at least 3 of the top ten endangered species I know why one of the endangered animals is in danger, I know how humans have impacted the environment I know how we can support the environment for this animal.	I know how environmental changes can cause dangers to living things; (including litter, pollution, oil spills, deforestation, development and global warming). I know how we can support the environment for this animal.
Key Skills/disciplinary knowledge	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **setting up simple practical enquiries, comparative and fair tests;** • **making systematic and careful observations** • **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;**	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;**	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations o results and conclusions;** • **identifying differences, similarities or changes related to simple scientific ideas and processes**

	• **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;** • **identifying differences, similarities or changes related to simple scientific ideas and processes**	• **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;**	
Key Vocabulary	Classification, classification keys, environment, habitat,	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, fish, amphibian, reptile, bird, mammal, endangered	environment, habitat, human impact, positive, negative, migrate, hibernate, fish, amphibian, reptile, bird, mammal, vertebrate, invertebrate, shelter, food, protection
Main teaching activity ***If the school has another short term planning format, this does not need to be included.***			
Scaffolding	Use targeted questioning to ensure children are thinking carefully. Add talk time to support children who are unsure.	You can use pair and share for this or whiteboards for individual/paired responses.	Differentiated questioning Mixed ability pairings.
Challenge	Identification keys would be useful.		Images to show impact.
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British Values			
Wider curriculum links			