

# Year 4 Science Knowledge Organiser – Living Things and their Habitats

Selected Vocabulary and Definitions	
<b>Vertebrate</b>	Animals that have a backbone.
<b>Invertebrate</b>	Animals that <u>do not</u> have a backbone.
<b>Amphibians</b>	Moist, slimy skin. Lay eggs in water. Cold blooded.
<b>Birds</b>	Feathers, wings and beaks. Lay eggs. Warm blooded.
<b>Fish</b>	Have scales. Use gills for breathing. Cold blooded.
<b>Mammals</b>	Have fur or hair. Feed young on milk. Warm blooded.
<b>Reptiles</b>	Dry, scaly skin. Lay eggs on dry land. Cold blooded.
<b>Organism</b>	An individual animal, plant or single-celled life-form.
<b>Producer</b>	An organism that creates its own food.
<b>Prey</b>	An animal that is hunted and killed for food.
<b>Predator</b>	An animal that naturally preys on another.

## Curriculum Objectives

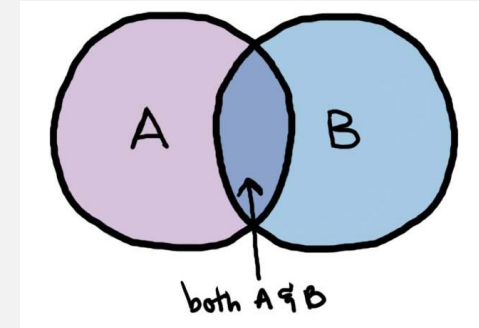
I can show that living things can be grouped together in various ways.

I can explore and use classification keys to help group, identify and name a variety of living things.

I can explain that environments can change and that this sometimes means that living things are put in danger.

## Sorting Diagrams

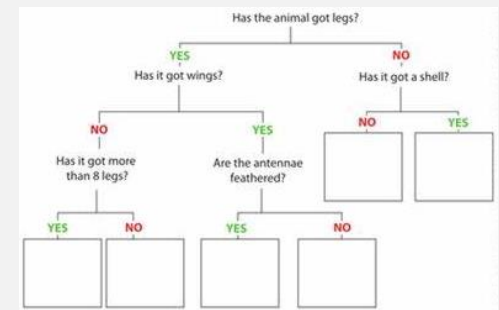
Venn Diagram



Carroll Diagram

	Has legs/arms	Does not have legs/arms
Can swim		
Cannot swim		

Branching Diagram



## Key Questions

Can you name three living things that you would find in the same pond and what would happen if one of them became extinct?

Create an example of a classification key using three living things.

Give one way that living things can be grouped.

## Working Scientifically

I can identify similarities, differences or changes related to scientific ideas.

