



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;
Learning for Life.



Year 4

Summer Term 1

Living Things and their Habitats



Knowledge Organiser Homework Booklet

This booklet should be used to practice the key facts from our curriculum themes from the year so far.

Homework: Year 4: Summer Term 1 – Living Things and their Habitats

Set: 26/04/21. Mid-Point Check (book in school): 12/05/21. Due completed: 26/05/21.

Your child must complete the compulsory spellings, times tables, knowledge organiser and reading tasks weekly (first row), which all children should be practising regularly to ensure good progress. They must also complete a 'project' by the final hand-in date which shows an aspect of their science topic learning. This could take many forms: a booklet, PowerPoint presentation, creative model and explanation, poster, essay etc. The choice is your child's and should be completed as independently as possible.

All other tasks are optional and can be completed at any point in the half term. Homework tasks are designed to support children's knowledge and understanding of the curriculum and use evidence-based approaches to retrieval and learning, to ensure children are able to know more and remember more, move knowledge into their long-term memory and begin to make deeper connections in their learning. Children should be able to complete many tasks independently, drawing on their memory of learning at school. We expect that children who complete these tasks will achieve well and be supported in meeting their end of year group age-related curriculum expectations.

Maths	English	Science – Animals including Humans
<p><u>Weekly Compulsory Task:</u></p> <ul style="list-style-type: none"> Practice all your times tables at least four times a week for 10 minutes. 	<p><u>Weekly Compulsory Tasks:</u></p> <ul style="list-style-type: none"> Learn and practice weekly spellings. Read to an adult at least three times a week for 10 minutes. 	<p><u>Weekly Compulsory Task:</u></p> <ul style="list-style-type: none"> Study the knowledge organiser for 30 mins. a week. Select one box from your Learning Journey retrieval grid and write down as much as you can remember from memory about that category in 10 minutes.
<p>Complete your 'Do I still remember...' questions below. Show your answers/workings out in your homework book.</p> <p>Do I still remember...</p> <ul style="list-style-type: none"> How to count back from 0 into negative numbers. Add and subtract two 3 and 4 digit numbers, including exchanging. Count forwards and backwards in steps of 25. 	<p>Practice using the key vocabulary on your knowledge organiser. You could:</p> <ul style="list-style-type: none"> Cover the word and recall it using the definition/ cover the definition and recall it from the keyword; Use one word as your 'Word of the Day' each day. Try clapping out the number of syllables in the new word and saying it in a sentence. 	<p>Use your knowledge organiser to create a set of flashcards (questions on the front and answers on the back) you can use to support you to learn the information on it. Practice regularly and even better, get an adult to quiz you too. You could use the Leitner system to help you really be sure you know the information on your flashcards – your parents have been sent information on how to use this.</p>
<p>Research some of the numbers associated with living things and create a maths quiz made from questions using these numbers. Make sure you use + - x ÷ fractions and some word problems.</p>	<p>Draw a classification key to group different living things. Under each category, write a paragraph to explain the characteristics of each group. Use the technical vocabulary.</p>	<p>List as many key words associated with the topic as you can in two minutes. Check against your knowledge organiser and see if you missed any. Try again each day for a week and see if you can improve your score.</p>
<p>Go to https://www.topmarks.co.uk/maths-games/hit-the-button and have a go at the times tables. Can you improve your score out of 25 each time?</p>	<p>Writing Task: Imagine you are a polar bear and you are now endangered because your habitat is being destroyed by climate change. Write a diary entry describing a day in your life.</p>	<p>Creative Task: Pollution impacts the environment living things live in. Use your imagination to create a poster to explain the dangers of pollution and what people can do to make a change.</p>

Science Knowledge Organiser: Living Things and Habitats

Year 4: Summer Term 1

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MRS GREN

M.R.S. G.R.E.N. is a useful way to remember the necessary features of living organisms.

MOVEMENT

It can change its position.

RESPIRATION

It releases energy from a food source.

SENSITIVITY

It responds to things (e.g. light).

GROWTH

It can develop and get larger.

REPRODUCTION

It can make copies of itself or produce offspring.

EXCRETION

It can get rid of waste products.

NUTRITION

It consumes chemical material / food.

Sticky Knowledge

Know animals can be grouped based on their physical characteristics (e.g. vertebrates and invertebrates) and based on their behaviour (carnivores, herbivores, omnivores).

Know living things are divided into kingdoms: the animal kingdom, plants, fungi, bacteria and single-celled organisms.

Know a species is a group of living things which have many similarities and can reproduce together and have offspring.

Know a classification key uses questions to sort and identify living things.

Know how to use a classification key to identify living things. Know how to create a classification key to sort plants on the school premises.

Know changes to the environment can make it more difficult for animals to survive and reproduce; in extreme cases this leads to extinction where an entire species dies.

Know human activity - such as climate change caused by pollution - can change the environment for many living things.

Know the polar bear is a famous example of climate change endangering the existence of a species: as the climate changes and gets warmer, the sea ice on which polar bears live, reduces in amount making it harder for them to live and reproduce.

Who: Scientific Influences

Name/Picture	Why significant
 Carl Linnaeus 1707- 1778	He simplified the naming of living things in 1735. Names of living things were often very long so he gave them a two-part (binomial) name. It was a mixture of genus and species (and in Latin) e.g. Human was Homo Sapien, Wolf was Canus Lupus and Lion was Felis Leo.
 Aristotle 385 BC -323 BC	In about 350BC. Aristotle classified all things into 4 groups - non-living, plants, animals and humans.

Possible Scientific Enquiry Questions

Observing over time	Observe living things in their local environment at different times of the year.
Identifying, classifying and grouping	Classify several living things in their local environment (plants and animals). Classify several living things in the wider environment (plants and animals) after completing research. Introduce branching databases/dichotomous keys.
Pattern seeking	Do animals with ... have ...? Do plants with ... have ...?
Research using secondary sources	Research and be able to name plants and animals in the wider environment e.g. polar, desert, jungle, etc. Research global environmental issues and their impact on living things.

Extended Specialist Vocabulary

Word	Definition
	New Vocabulary
kingdom	one of the three basic divisions (animal kingdom, plant kingdom, mineral kingdom) into which natural objects are commonly grouped
classification key	a key is a set of questions about the characteristics of living things. You can use a key to identify a living thing or decide which group it belongs to by answering the questions
species	a group of similar organisms that can reproduce
fungi	a living thing, that is neither a plant nor an animal e.g. mushroom
bacteria	small living things made of a single cell
climate change	change in global climate conditions, including weather phenomena, temperature, and sea levels
characteristics	appearance that makes an individual or a group different from others
offspring	a human child or animal child
extinction	no longer existing, as an animal species
pollution	when the environment is contaminated, or dirtied, by waste, chemicals, and other harmful substances. There are three main forms of pollution: air, water and land

Knowledge
Organiser

