

Topic: Living things and their habitats	Year 4 Age 8-9	Title: Local Environment Survey
Working Scientifically Do: Gather, record and classify data	Concept Context Recognise that living things can be grouped in a variety of ways	
Assessment Focus <ul style="list-style-type: none"> Can children group living things in different ways? 		
<p>Activity <i>Today we are environmental scientists.</i> Recap previous work on classifying and habitats. Consider school grounds/local area as a habitat and go on a search for living things (incl. plants) in the grounds. Take a camera/draw/make lists of larger things and collect smaller things. Classify the living things into groups e.g. vertebrates / invertebrates / plants. Create subsets within groups e.g. flowering / non-flowering plants, birds / mammals/ invertebrates etc.</p> <p>Adapting the activity T4 Support: Support children in identifying animals and plants. Provide key words. Extension: How else could you sort? What connections are there between the groups? Research other groups of animals which could be found at different times of the day or which may have been hidden. Other ideas: Create a report to draw conclusions about the local environment and its suitability for supporting life.</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> Where are you going to look? What living things have you found? What do these plants/animals have in common? Did you <i>not</i> find anything you might have expected? How can you classify these living things? What other groups of vertebrates are there which we didn't find today? Which members of other groups not represented today would be likely to visit our school grounds / local area during the day or night? 		
<p>Assessment Indicators</p> <p>Not yet met: Children can identify various living creatures by obvious differences and begin to suggest methods of grouping them.</p> <p>Meeting: Children identify that animals and plants can be classified in a number of possible ways including vertebrates and invertebrates, flowering and non-flowering plants.</p> <p>Possible ways of going further: All groups are sorted by the same characteristic and some groups may be sub-divided. Connections are made between types of living creatures and plants found in each group, e.g. <i>most insects live in a dark place under rocks or logs.</i></p>		



T4 Teacher box 4 - gather evidence in a range of ways. See TAPS pyramid for more eggs