

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Science    YEAR : B    TERM : Autumn 2    YEAR GROUPS : 3/4

**Key Question: Where do I live and why do I live there?**

Previous Knowledge –  
 Knowledge of the different types of animals.  
 Understanding of some animals and their habitats.  
 Knowledge of their own habitat.  
 Some knowledge of what animals need to survive.

## END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are <b>emerging</b> because they can:	Most children will show that they have reached the <b>expected</b> level because they can:	Some children will have gone beyond the expected level and will show that they are <b>exceeding</b> because they can:
With guidance, sort living things into groups.  Generate some simple questions about animals.  Recognise some similarities and differences between vertebrates.  List the basic characteristics of living things.  Use simple classification keys to sort animals.  With guidance, create a group classification key.  Record data into a group table.	Sort living things into groups.  Generate questions about animals.  Recognise similarities and differences between vertebrates.  Classify vertebrates into groups.  Identify characteristics of living things.  Use a classification key to sort animals and living things.  Sort living things into Venn and Carroll diagrams.  Create a classification key.  Record observations in a table.	Sort living things into groups and explain why you have sorted them in this way.  Generate questions about animals to independently sort animals into a classification table.  Recognise similarities and differences between vertebrates.  Classify vertebrates into groups and justify why they are classified in such a way.  Identify key characteristics of living things.  Use a classification key to sort animals and living things.  Sort living things into Venn and Carroll diagrams.  Create a detailed and clear classification key.  Record observations in a table.  List the life processes of all living things accurately.

## ASSESSMENT OPPORTUNITIES

Work created during individual lessons.  
 Questioning during the lesson.  
 End of unit task.

<b>ENRICHMENT OPPORTUNITIES</b> Helping children to remember more Bug hunt. Animal habitat hunt.	<b>SUBJECT SPECIFIC VOCABULARY</b> Organism, sort, group, criteria, Venn diagram, Carroll diagram, variation, classification, vertebrates, invertebrates, specimen, thorax, abdomen, antenna, segmented, wing case, mandible, proboscis, prolegs, characteristic, classification, key, habitat, environment, wildlife, change, danger, Endangered, extinct, conservation	<b>CROSS-CURRICULAR LINKS</b> Links that we can make to help children make sense of what we want them to know and be able to do.
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