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| Robins Knowledge Organiser - Science | | | | |
| Bodies, Burps and Bile | | Year 3 & 4 | Biology Strand | |
| What should I already know? | | | | What will I know by the end of the unit of work? |
| * Animals can be grouped into vertebrates and invertebrates. * Animals can be grouped into carnivores, herbivores and omnivores. * The differences between the teeth of carnivores and herbivores. * The names of some common wild and garden plants and deciduous and evergreen trees. * Examples of habitats and the animals and plants that can be found there. * Living things depend on each other to survive. * How food chains and food webs work. * How land use had changed over time and the effects this has on the environment. | | | | How can living things be grouped? |
| * All living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes: * Movement. * Respiration. * Sensitivity. * Growth. * Reproduction. * Excretion. * Nutrition. |
| Vocabulary | | | | What is a clarification Key? |
| biomes | A natural area of vegetation and animals. | | | * A classification key is a tool that is used to group living things to help us identify them.   How can environments change?   * Habitats can change throughout the year and this can have an effect on the plants and animals that live there. * Humans can have positive and negative effects on the environment. |
| carnivore | An animal that eats meat. | | |
| criteria | A factor on which something is judged. | | |
| deciduous | Trees that loose leaves in the autumn every year. | | |
| environment | All the circumstances, people, things, and events around them that influences their life. | | |
| evergreen | A tree or bush that has green leaves all year round. | | |
| excretion | The process of eliminating waste from the body. | | |
| food chain | A series of living things that are linked to each other because each thing feeds on the one next to it in the series. | | |
| habitat | The natural environment in which an animal or plant normally lives or grows. | | |
| herbivore | An animal that only eats plants. | | |
| invertebrate | A creature that does not have a spine, for example an insect, a worm, or an octopus. | | |
| life processes | Seven processes tell us that living things are alive. | | |
| microhabitat | A small part of the environment that supports a habitat, such as a fallen log in a forest. | | |
| Mini-beast | A small invertebrate animal such as an insect or spider. | | |
| nutrition | The process of taking food into the body and absorbing the nutrients in those foods. | | |
| omnivore | Person or animal eats all kinds of food, including both meat and plants. | | |
| organism | A living thing. | | |
| reproduction | When an animal or plant produces one or more individuals similar to itself. | | |
| vertebrate | A creature that has a spine. | | |
| Investigate | | | | |
| * Complete Venn diagrams to show if living things can be grouped into two or more groups. * Use criteria to sort living things in a Carroll diagram. * Sort vertebrate and invertebrate animals into groups, describing their key features. Use a classification key to identify which group of vertebrates animals belong to and then create your own. * Sort plants into groups and then create a classification key to help others identify plants. * Carefully observe mini-beasts in a microhabitat and use classification key to identify them. * Use simple computer software programmes to create a branching classification key. * Explore examples of human impact on environments. | | | | |