



# Class Tamar Science

Living things and their  
Habitats

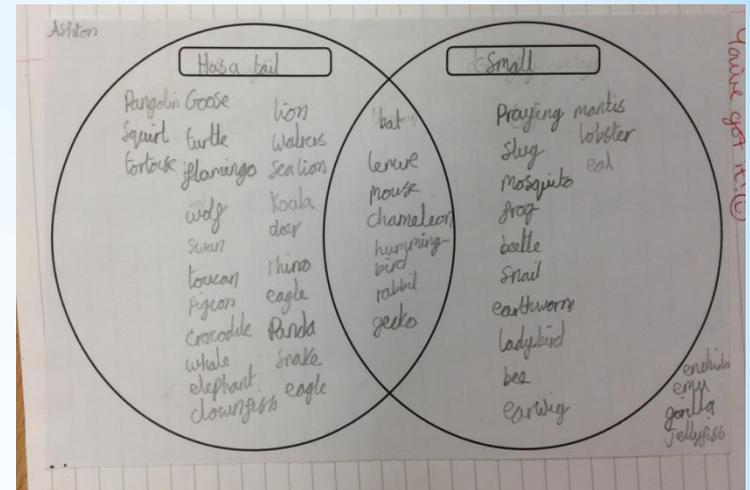
We were introduced to the different life processes and that we can remember these using MRS GREN.

We can remember life processes by thinking about Mrs Gren.



**M**ovement  
**R**espiration  
**S**ensitivity

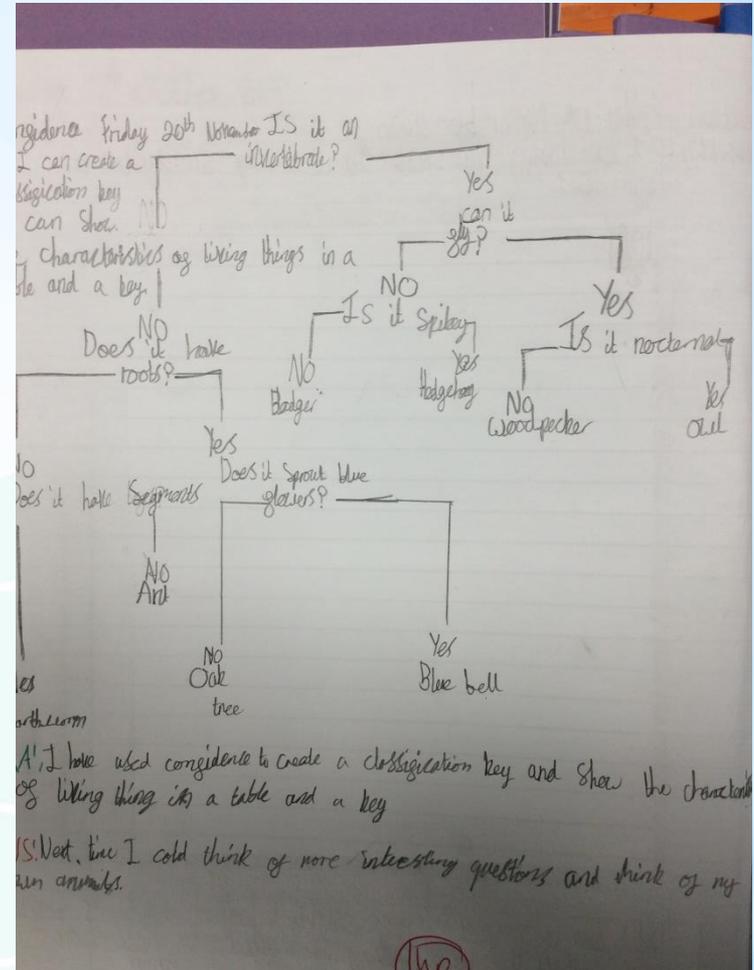
**G**rowth  
**R**eproduction  
**E**xcretion  
**N**utrition



We grouped different living things by using a Venn Diagram.

We were introduced to classification keys and sorted living things using our own classification key.

## Classification Keys

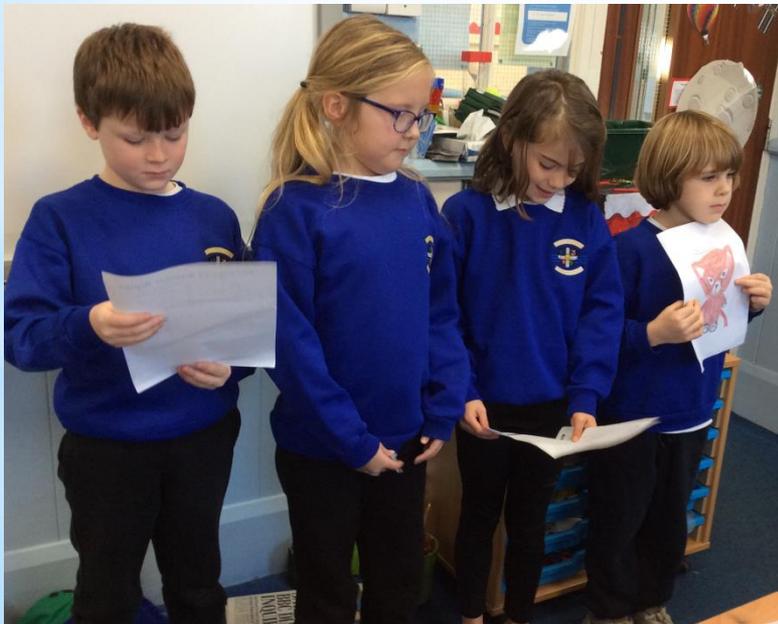


*We went on an invertebrate hunt!  
We carefully took our invertebrates back to the classroom and carefully analysed each one, identifying what type of invertebrate they were.*





*We researched endangered animals and chose one to present information about to the class. We explained why they are endangered and what we can do to help.*

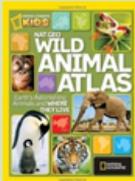
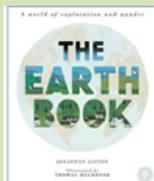




Skills
I can group living things in a range of ways.
I can use a range of methods to sort living things.
I can generate questions to use in a classification key.
I can identify vertebrates by observing similarities and differences.
I can use evidence and a key to identify invertebrates.
I can create a classification key.
I can show the characteristics of living things in a table and a key.

Forever Facts
To stay alive and healthy, all living things need certain conditions that let them carry out the seven life processes: movement; respiration; sensitivity; growth; reproduction; excretion; and, nutrition.
Changes to an environment can be natural or caused by humans.
Changes to an environment can have positive as well as negative effects.
Plants and animals rely on the environment to give them everything they need. Therefore, when habitats change, it can be very dangerous to the plants and animals that live there.
Animals can be grouped in lots of different ways based upon their characteristics.
You can use classification keys to help group, identify and name a variety of living things.
Vertebrates can be separated into five broad groups: mammals; fish; birds; reptiles; and, amphibians.
You could sort invertebrates you might see around school in different ways, such as insects; spiders; worms; and, slugs & snails. The vast majority of living things on the planet are invertebrates.
Plants can be sorted into many different groups. For example: flowering plants and non-flowering plants.

### Exciting Books

Subject Specific Vocabulary	
Organisms	This is another word that can be used to mean 'living things'.
Life Processes	The things living things do to stay alive.
Respiration	A process where plants and animals use oxygen gas from the air to help turn their food into energy.
Sensitivity	The way living things react to changes in their environment.
Reproduction	The process through which young are produced.
Excretion	The process by which living things get rid of waste products.
Nutrition	Food which provides living things with energy to live and stay healthy.
Habitat	The specific area or place in which particular animals or plants may live.
Environment	An environment contains many habitats and these include areas where there are both living and non-living things.
Endangered species	A plant or animal where there are not many of their species left and scientists are concerned that the species may become extinct.
Extinct	When a species has no more members alive on the planet, it is extinct.

### Our Endpoint

To present environmental dangers to endangered species.

**SMSC:** *Spiritual - using evidence to make sense of the world. Develop an understanding of our relationship with the world around us. Moral - moral decisions are an important aspect of how we can affect the environment. Social - working collaboratively, sharing ideas, data, and results. Cultural - we explore how scientific discoveries have shaped the modern world and how we treat our environment.*