

YEAR 4

HOME LEARNING PROJECT

For the next few weeks we would like you to continue the learning we have started on Habitats and Living Things in school at home.

Please work through the learning objectives in the booklet provided. Remember to be creative and write everything in your own words – do not copy and paste from the internet!

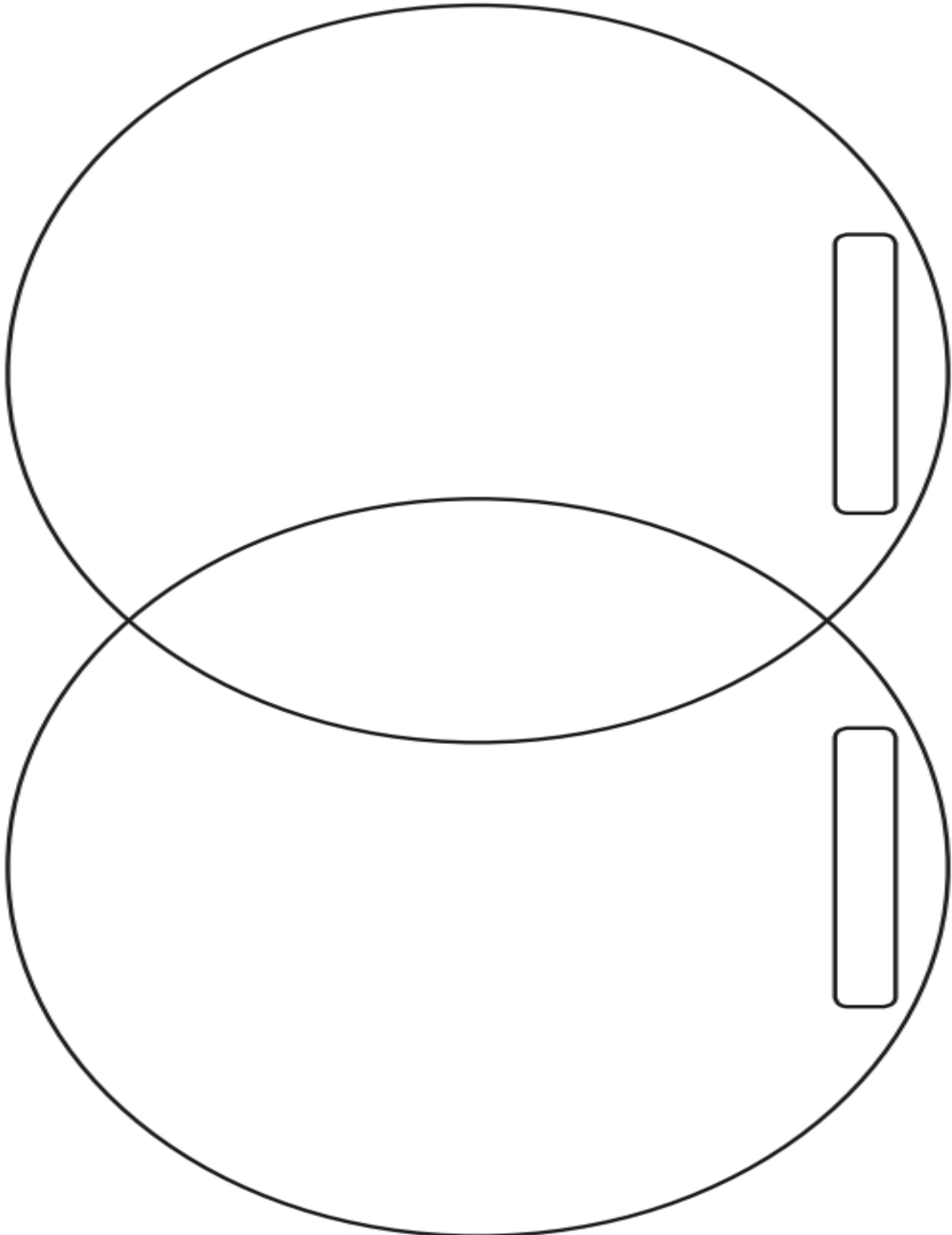
We look forward to seeing finished tasks when you return 😊






























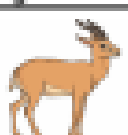

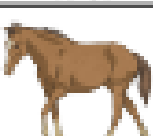



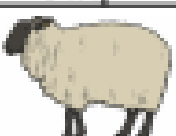
LI: To understand how different living things can be grouped together

Success Criteria:

- I can sort living things into groups
- I can generate criteria to sort living things
- I can sort living things into a Venn diagram

Task 1: Chose a way to sort the animals into groups (e.g. lives on land, lives in water). Label your groups. Cut out the animals and sort them into the groups. Cut out the pictures on the next page and stick them into this diagram.



goose	turtle	parrot	praying mantis	seahorse	shrimp
					
wolf	swan	slug	flamingo	mosquito	dragonfly
					
pigeon	mouse	chameleon	turkey	spider	ostrich
					
polar bear	hummingbird	gorilla	snail	rabbit	wasp
					
brown bear	hedgehog	tortoise	salmon	dog	gazelle
					
hamster	horse	panolin	bee	sea lion	sheep
					
vulture	elephant	dolphin	jellyfish	starfish	owl

LI: To explain how environmental changes can affect living things.

Success Criteria:

- I can identify dangers to wildlife in the local environment.
- I can suggest how to have a positive effect on the local environment.
- I can record my observations in a table.

Task 2:

Create a 3D box habitat which includes possible dangers to the plants and animals living there. Think about the orchard at school, your local park, your garden. What dangers might there be there? (litter, etc).

Label the dangers on your box habitat. Take a picture of it and stick it into your project book.

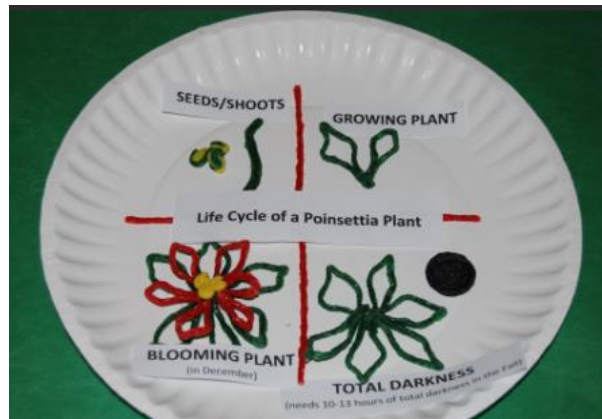


Place a picture of your finished project here

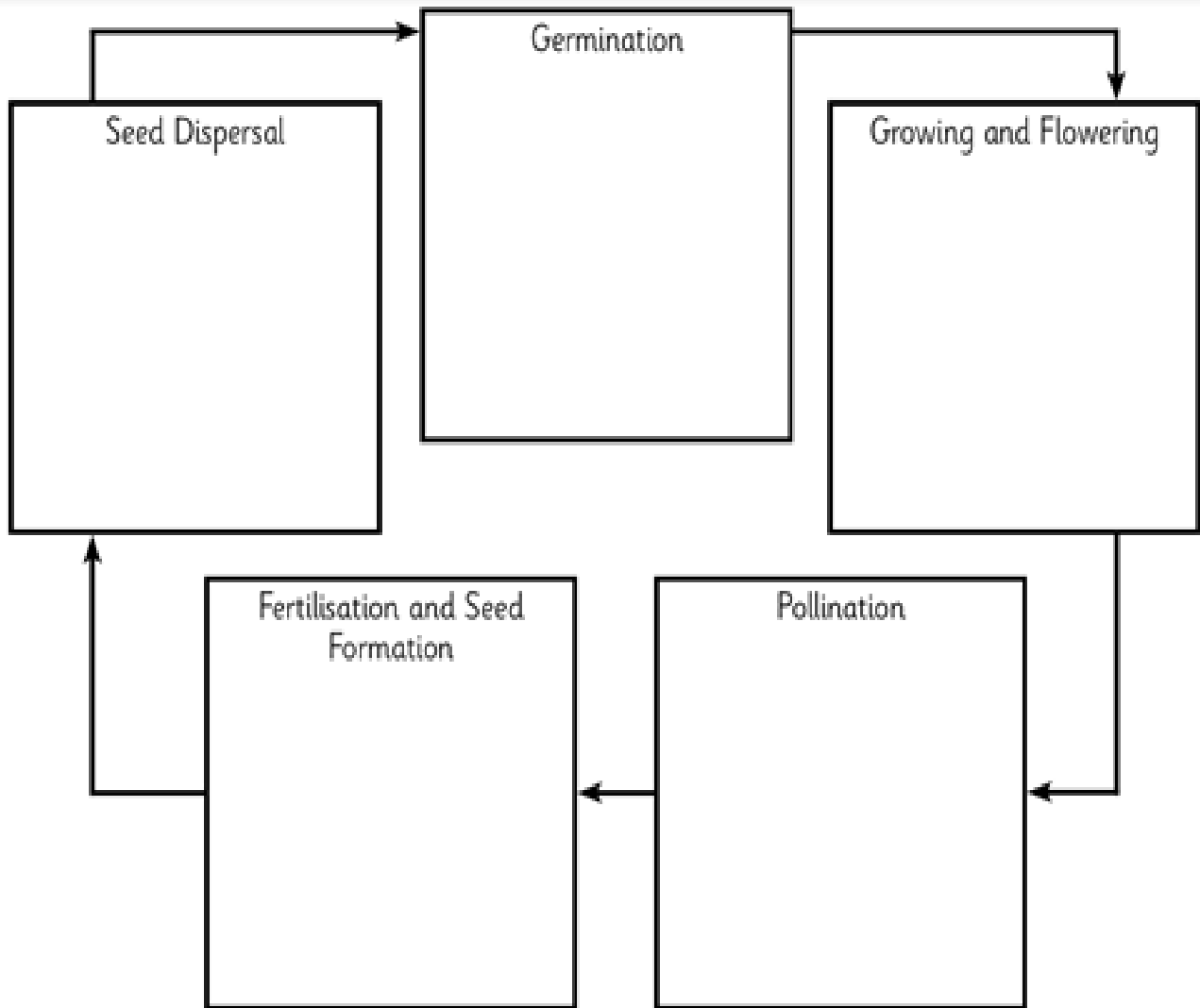
LI: To understand the lifecycle of a flowering plant.

Success Criteria:

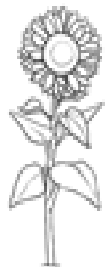
Task 4: Create a paper plate diagram of the lifecycle of the flowering plant (or cut a circle shape from paper and use that). Here are some examples of what we are looking for. Be creative! Use paper, pipe cleaners, seeds, etc. to create it! There is a worksheet below that you can also complete to help you learn about it!



Place a picture of your finished project here



The plant grows _____ and forms a flower.



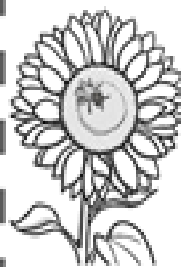
The fully formed _____ are moved away from the parent plant.



The seed _____ to grow.



The pollen joins with an _____ and a seed starts to form.



Pollen from the _____ lands on the stigma and travels down the style.



Key Words

seeds

ovule

starts

anther

bigger