



Annunciation Catholic Junior School  
 SCIENCE KNOWLEDGE ORGANISER  
 YEAR 4 - LIVING THINGS AND THEIR HABITATS

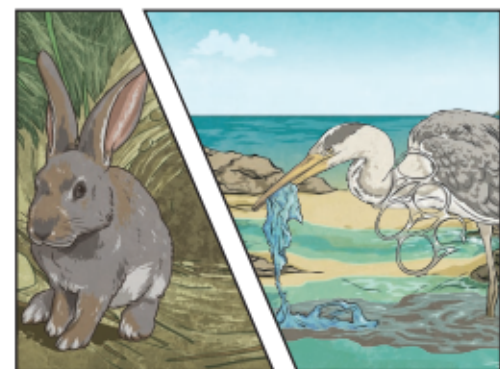


| Key Vocabulary            |  |
|---------------------------|--|
| <b>organisms</b>          | This is another word that can be used to mean 'living things'.   |
| <b>life processes</b>     | The things living things do to stay alive.   |
| <b>respiration</b>        | A process where plants and animals use oxygen gas from the air to help turn their food into energy.  |
| <b>sensitivity</b>        | The way living things react to changes in their <b>environment</b> .   |
| <b>reproduction</b>       | The process through which young are produced.  |
| <b>excretion</b>          | The process by which living things get rid of waste products.  |
| <b>nutrition</b>          | The process of obtaining food to provide living things with energy to live and stay healthy.   |
| <b>habitat</b>            | The specific area or place in which particular animals or plants may live.   |
| <b>environment</b>        | An <b>environment</b> contains many <b>habitats</b> and these include areas where there are both living and non-living things.             |
| <b>endangered species</b> | A plant or animal where there are not many of their species left and scientists are concerned that the species may become <b>extinct</b> . |
| <b>extinct</b>            | When a species has no more members alive on the planet, it is <b>extinct</b> .   |

**Life Processes**

To stay alive and healthy, all living things need certain conditions that let them carry out the seven **life processes**:

|                    |                     |
|--------------------|---------------------|
| <b>Movement</b>    | <b>Growth</b>       |
| <b>Respiration</b> | <b>Reproduction</b> |
| <b>Sensitivity</b> | <b>Excretion</b>    |
|                    | <b>Nutrition</b>    |



Changes to an **environment** can be natural or caused by humans. Changes to an **environment** can have positive as well as negative effects. Here are some examples of things that can change an **environment**.

- Natural*
- earthquakes
  - storms
  - floods
  - droughts
  - wildfires
  - the seasons

- Human-Made*
- deforestation
  - pollution
  - urbanisation
  - the introduction of new animal or plant species to an **environment**
  - creating new nature reserves

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.

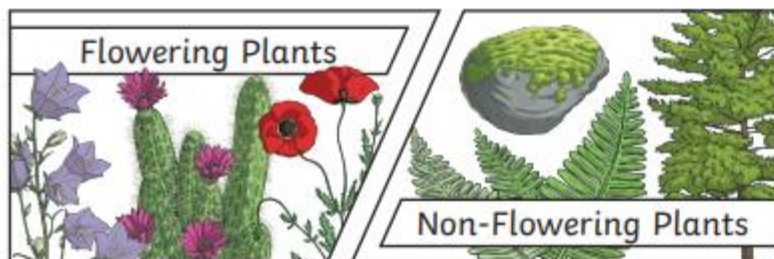


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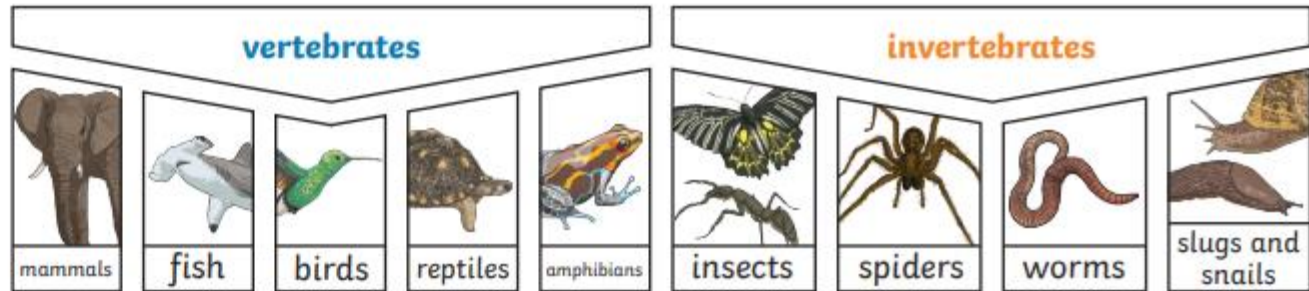


| Key Vocabulary         |   |
|------------------------|---|
| <b>classification</b>  | This is where plants or animals are placed into groups according to their similarities. |
| <b>vertebrates</b>     | Animals with a backbone.  |
| <b>invertebrates</b>   | Animals without a backbone.   |
| <b>specimen</b>        | A particular plant or animal that scientists study to find out about its species.       |
| <b>characteristics</b> | The distinguishing features or qualities that are specific to a species.                |

Plants can be sorted into many different groups. For example:



Animals can be grouped in lots of different ways based upon their **characteristics**.



**Vertebrates** can be separated into five broad groups.

You can use **classification** keys to help group, identify and name a variety of living things. Here is an example of a **classification** key:

You could sort **invertebrates** you might see around school in different ways, such as in this example. The vast majority of living things on the planet are **invertebrates**.

