**Lesson Plan**

| | |
|---|---|
| **Subject** | **Science** |
| **Class/ Section** | **Year 4** |
| **Week 2** | **5th September to 9th September** |
| **Work send to students by** | **Google classroom** |
| **Total number of lessons per week** | **3** |
| **Unit/Topic** | **Grouping Living Things** |
| **Live Zoom lesson along with face to face instruction for students present on a particular day**<br><br>**Work will be assigned in google classroom which will be matched to the students ability.** | **Lesson 1: Habitats (Recall previous knowledge)**<br>**Specific Learning objectives:** Recall the different types of habitats and the living things found there.<br><br>**Specific Intended Learning Outcomes:**<br>➢ Recall what is meant by the term – Habitat.<br>➢ Cite examples of some common habitats.<br>➢ Suggest differences between two contrasting habitats.<br><br>**Tasks:** Complete the written tasks mentioned in the power point presentation.<br><br>**Assessment Criteria/ Essential questions:**<br>**Support** - What is a habitat?<br>**Stretch** - Name some common habitats and the living things you may find there.<br>**Extend** - Compare and contrast two different habitats.<br><br>**Resources:** Power point presentation with video links. |
| | **Lesson 2: Vertebrates & Invertebrates**<br>**Specific Learning objectives:** Recognise that living things can be grouped and classified in a variety of ways.<br>**Specific Intended Learning Outcomes:**<br>➢ Recall the seven life processes that a living thing undergoes.<br>➢ Recognise that animals can be grouped as vertebrates or invertebrates.<br>➢ Understand the characteristic features of different vertebrate groups namely, birds, mammals, fish, amphibians, reptiles.<br>**Tasks:**<br>➢ Read pages 1, 2 & 3 in the Topic book<br>➢ Complete page 1 in the Work book. |

| | |
|---|---|
| | **Assessment Criteria/ Essential questions:**<br>➢ List the seven life processes that a living thing undergoes.<br>➢ Cite examples of vertebrates and invertebrates.<br>➢ Explain the characteristic features of the different types of vertebrates.<br><br>**Resources:**<br>Pupil book and Work book(Science bug International)<br>Active Learn Platform.<br>Power point presentation. |
| | **Lesson 3: Grouping Living Things**<br>**Specific Learning objectives:** Recognise that living things can be grouped and classified in a variety of ways (continued).<br>**Specific Intended Learning Outcomes:**<br>➢ Understand how vertebrates can be sorted into different groups based on their shared features.(mammals, birds, amphibians, reptiles, fish)<br>➢ Explain how living things can be classified according to shared features.<br>➢ **Sort and classify the living things found in similar and different environments.**<br>**Tasks:**<br>➢ Workbook pages – 2 &3<br>**Assessment Criteria/ Essential questions:**<br>➢ Sort living things into different groups based on their common features. (plants, mammals, reptiles, amphibians, birds, invertebrates and fish).<br>➢ Classify living things and explain with reasons why they are grouped together.<br>➢ **Extension:** Research to make a list of some invertebrates and organise them into smaller groups: snails and slugs, crustaceans, worms, spiders and insects.<br><br>**Resources:**<br>Pupil book and Work book (Science bug International)<br>Active Learn Platform.<br>Power point presentation . |