

## Key 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** The process of obtaining food to provide 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.

**Vertebrates:** animals with a backbone

**Invertebrates:** animals without a backbone

## English

This half term we will focus on non-fiction texts and write our own instructions for how to make pitta bread pizzas:

Children will learn about the use of:

- Headings/subheadings.
- Imperative 'bossy' verbs.
- Organisational devices.
- Time connectives
- Writing in chronological order
- Designing and laying out their work to appeal to the reader.

We will also write a newspaper report using the following features:

- Headline
- Byline
- Lead paragraph including the 5 W's (who, what, why, where, when)
- Columns
- Alliteration/Quotes

## Design & Technology

### Food and nutrition

Adapting a recipe– biscuits

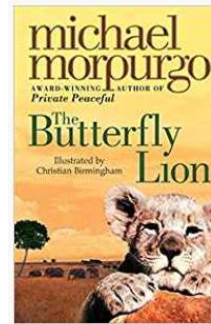
**Children will :**

- be able to explain why certain materials were used to make existing products.
- research and evaluate biscuits
- use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading or kneading.

## Educational Visit Bedford Field Trips

### A Grand Day Out in Bedford Year 4

### Class Reader



### Geography

Local knowledge and Fieldwork. Children will:

- use a Journey stick to map a journey.
- develop an understanding of the physical and human features of Bedford
- explain why some people might visit Bedford
- develop an understanding of transport links from Bedford to some major cities in the UK

### Excellent End Picnic in Bedford Park

## Science

### Living things and their habitats

Children will:

- recognise that living things can be grouped in a variety of ways.
- explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.
- recognise that environments can change and that this can sometimes pose dangers to living things

Working Scientifically:  
*Identifying and classifying*

*Q. How can we organise objects based on common observable characteristics?*

*or*

*Q. How can vertebrates be grouped?*

*Research*

*How have animals adapted to ensure survival in their habitat?*