LIVING THINGS and their habitats

Rowan Class: Year 4: Trull Primary

KNOWLEDGE WEB

What you should already know...

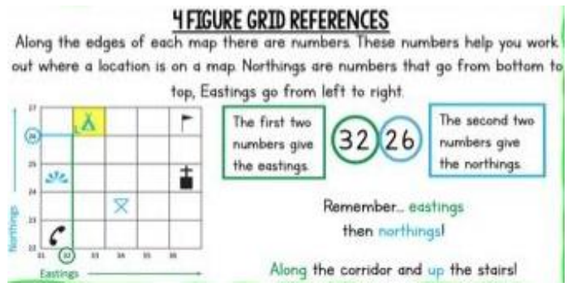
-All around us, there are some things that are alive, some things that are dead, and some things that have never been alive.

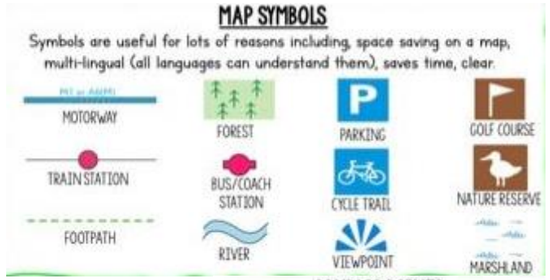
-All living things have certain characteristics that help to keep them alive and healthy.

-Living things live in habitats that suit them, and which provide for their basic needs.

-Living things depend on other living things in order to survive.

Map Skills





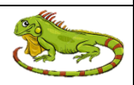
Classification of Animals

M-R-S G-R-E-N

You can remember the seven features of living things by using the acronym MRS GREN (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition.

Mammals
-Mammals are warm-blooded.
-They often have hair/fur on their bodies.
-Mammals give birth to live young.
-Mammals often drink milk from their mothers.

Reptiles



-Reptiles are cold-blooded.
-They normally lay eggs (but some don't).
-Reptiles have scales or scutes.

Amphibians
-Amphibians are cold-blooded animals.
-They have moist, scaleless skin. It is often permeable.
-Amphibians lay eggs.

Fish

-Fish are cold-blooded animals.
-Fish can breathe underwater, using gills.
-Fish lay eggs.
-Fins help to propel fish through the water.

Birds
-Birds are warm-blooded.

Vertebrates – Have backbones

Snails
-Snails have shells.
-They have a large muscular foot, which secretes mucus.
-Their stomach is directly above their muscular foot.
-Most snails live underwater.

Slugs
-Slugs do not have shells.
-They have a large muscular foot, which secretes mucus.
-Their stomach is directly above their muscular foot.

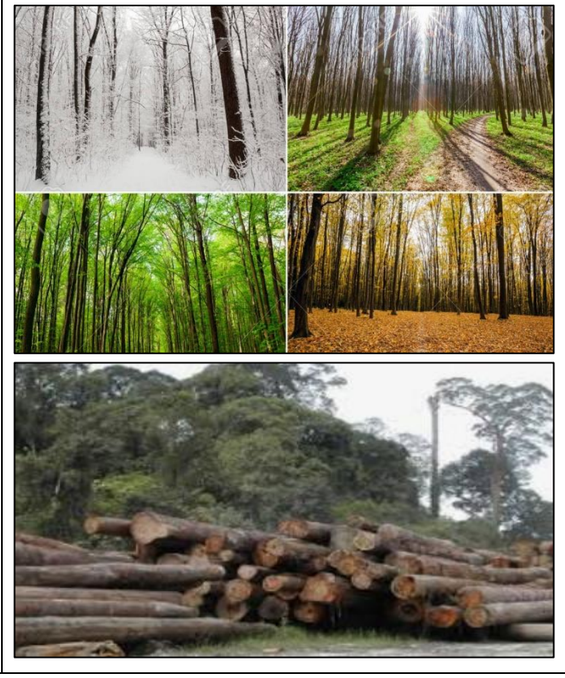
Worms
-Worms have long, narrow bodies.
-Worms do not have limbs (arms and legs).
-They are bilaterally symmetrical (both sides the same).

Spiders
-Spiders have eight legs.
-Spiders bodies are made of two main parts.
-Spiders create silk from their spinneret glands.
-Spiders lay eggs.

Insects
-Insects have exoskeletons: hard shell-like coverings of their body. They also have three main body parts.
-They have antennae on the top of their heads.

Invertabrates – Have no backbones

Habitat Changes



Animals are often adapted to the habitats that they live in. However, habitats can change over time, which may present animals and plant life with difficulties.

Some of these changes are natural, e.g:

-The seasons: temperatures rise in the summer and fall in winter. This means that some animals may need to migrate or hibernate.

-Increased or decreased rainfall can also impact on a habitat. Floods and droughts can dramatically impact on environments.

Other habitat changes are man-made, e.g:

-Harvesting fossil fuels, deforestation, dredging rivers, bottom trawling, urbanization, filling in wetlands and mowing fields.

-Global warming is thought to be impacting on many habitats.

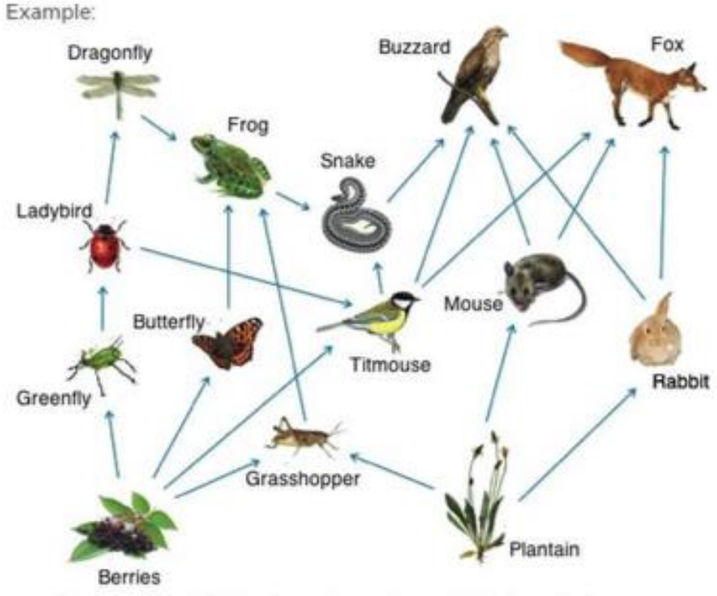
Mammals  Reptiles Amphibians  Fish Birds 

Snails  Slugs Worms  Spiders  Insects

What is a **food web?**

- A **food web** shows the direction in which **energy** travels when animals and **producers** (plants) are eaten bymore than one thing.
- A **food web** shows multiple **food chains** where there are multiple feeding relationships.

Example:



- When part of the **food chain** is removed, this has an impact on the other parts of the **food chain.** The number of some species will increase, while the population of others will decrease.
- This can have a direct impact on the survival of the species.
- The population of **tertiary consumers** depends onhealthy populations of **producers, primary** and **secondary consumers.**

Vocabulary	
canine	pointed teeth near the front of the mouth of humans and of some animals
carnivore	an animal that eats meat
classification key	a system which divides things into groups or types
energy	the ability and strength to do physical things
environment	all the circumstances, people, things, and events around them that influence their life
food chain	a series of living things which are linked to each other because each thing feeds on the one next to it in the series
food web	a combination of **food chains** that integrate to form a network
habitat	the natural **environment** in which an animal or **plant** normally lives or grows
herbivore	an animal that only eats plants
incisor	the teeth at the front of your mouth which you use for biting into food
life processes	There are seven processes that tell us that living things are alive
microhabi-tat	a small part of the **environment** that supports a **habitat**, such as a fallen log in a forest
molar	the large, flat teeth towards the back of your mouth that you use for chewing food
nutrition	the process of taking food into the body and absorbing the nutrients in those foods
omnivore	person or animal eats all kinds of food, including both meat and **plants**
organism	a living thing
predator	an animal that kills and eats other animals
prey	an animal hunted or captured by another for food
primary consumer	an **organism** that feeds on **producers** . They are always **herbivores.**
producer	**organisms** that make their own food using **energy** from the Sun.
secondary consumer	**organisms** that eat **primary consumers** for **energy**
tertiary con-sumer	**Tertiary consumers** eat **primary** and **secondary consumers** as their main source of food

What will I know by the end of the unit?

- A **food chain** is a simple way to show the direction in which **energy** moves from the **producer** to the various **consumers** to the top or **tertiary consumer.**
- The **producer** (a plant) gets its **energy** from the Sun.

- In this example, the **producer** is the wheat, which gets its **energy** from the Sun.
- The mouse eats the wheat and gets its **energy** from it. The mouse is the **primary consumer.**
- The mouse is then eaten by the owl, which is the **secondary consumer.** The owl gets its **energy** from the mouse. The owl is the **predator** and the mouse is the **prey.**
- The owl is then eaten by the wolf, which is the **tertiary consumer.** The wolf gets its **energy** from the owl.
- The arrows show the direction in which the **energy** travels.