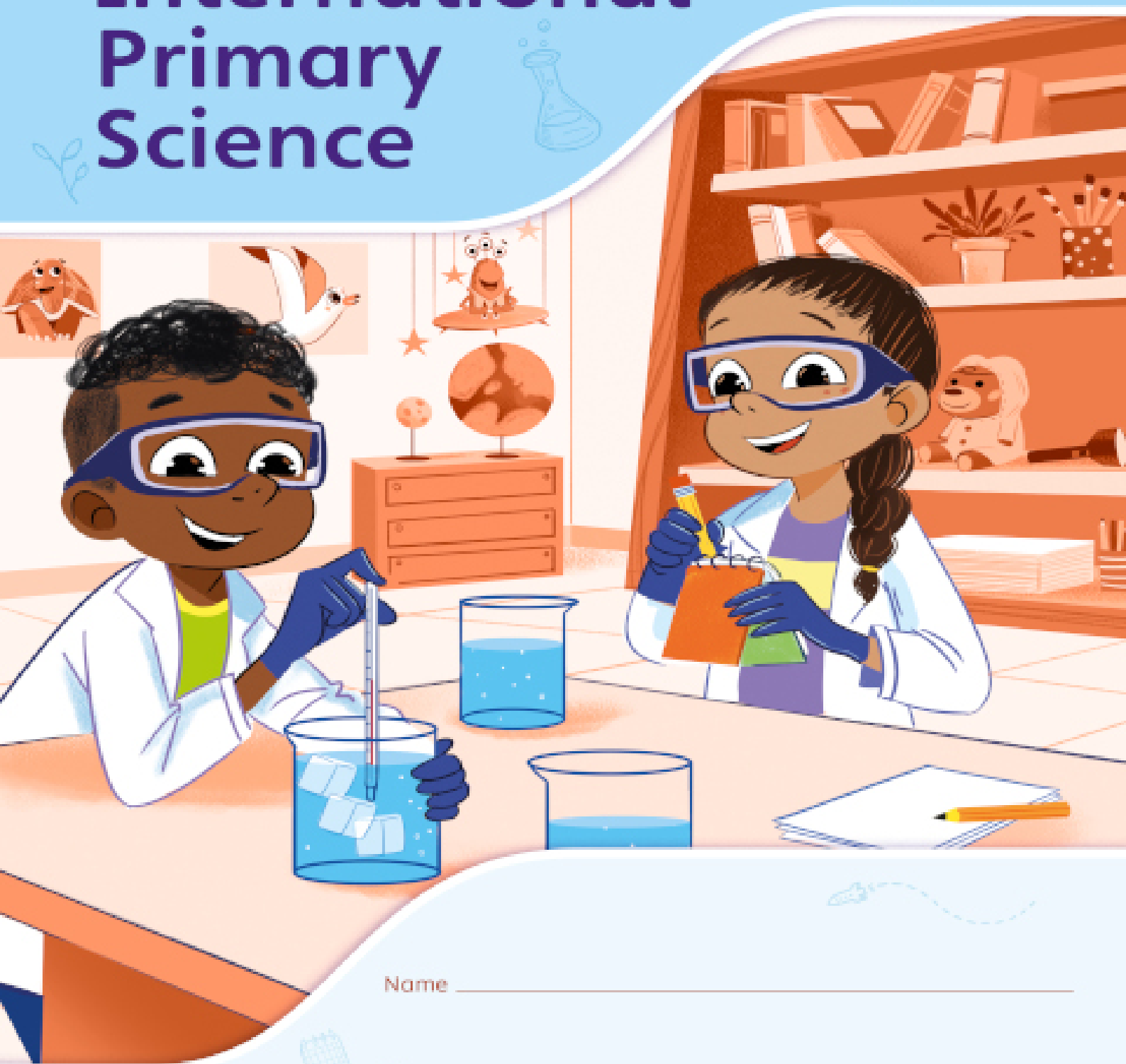


Year 4
Workbook

Pearson International Primary Science



Name _____

Class _____



Year 4 Workbook



Pearson

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Variation and classification

Scientists classify living things by looking at features they share. Vertebrates and invertebrates are two big groups of animals. Within these two groups, some animals have many legs, but others have fewer. Scientists can classify plants by looking at features such as their leaves or flowers.

In this topic we will learn:

- how living things can be classified according to shared features
- to explore and use classification keys to help group, identify and name living things
- to describe how plants and animals are classified
- how to identify the observable features used to classify a specific plant or animal.



My features differ from Asha and Marco because I am not human. Can you see three ways in which I differ from a human?



Here are some key words to help you

scientist

similar

group

feature

classify

observe

flowering plant

non-flowering plant

vertebrate

flower family

invertebrate

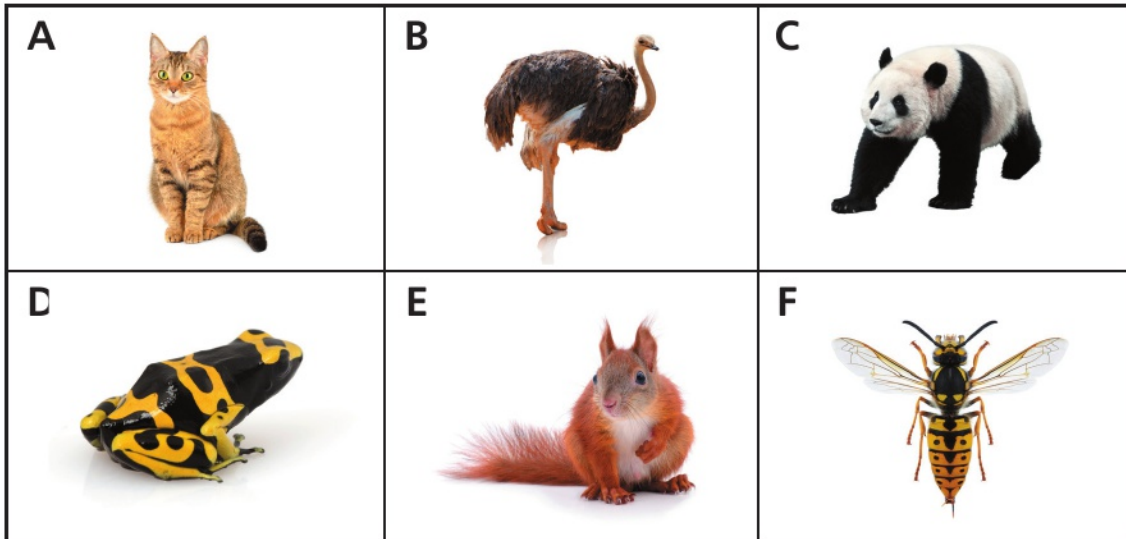


Choose two key words from the box above.
Write or draw what they mean.

A large empty rectangular box for writing or drawing.

Shared features

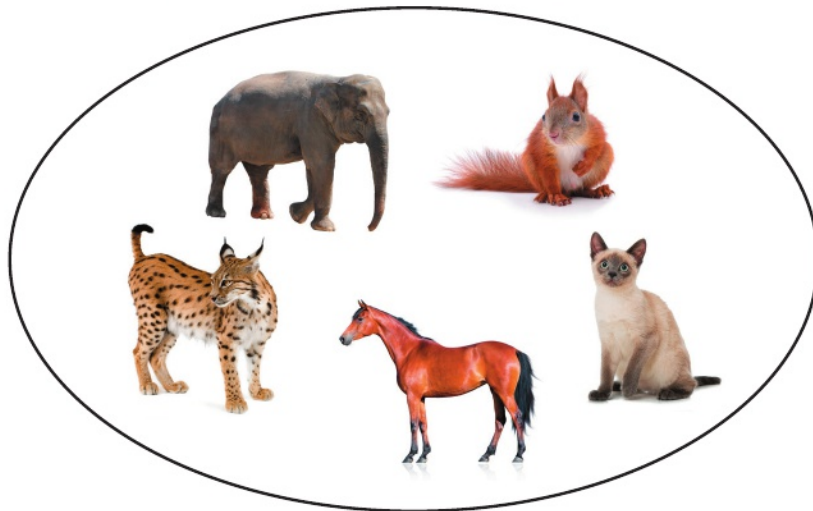
1 a) Circle all the animals that have fur.



b) Which letter shows an animal with **six** legs? _____

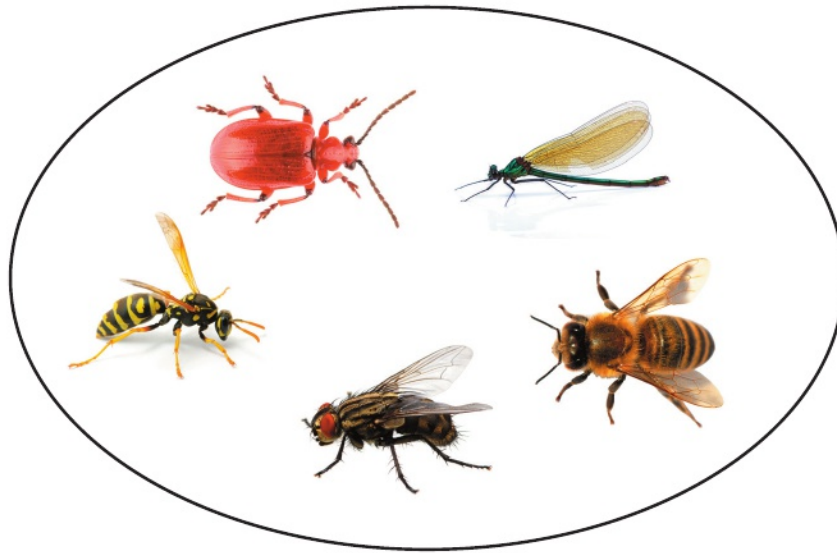
c) Write all the letters of animals that are **vertebrates**.

2 a) Write **two** features that these animals all share.



1. _____ 2. _____

b) Write **two** features that these animals all share.



1. _____

2. _____

3 This bat is a **mammal**.

This butterfly is an **insect**.



Suggest **two** reasons why they are **not** grouped together.

1. _____

2. _____

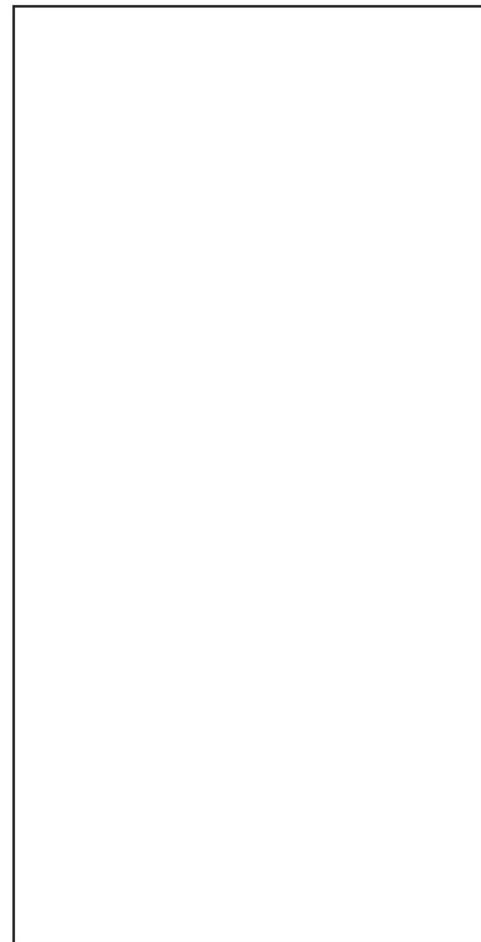
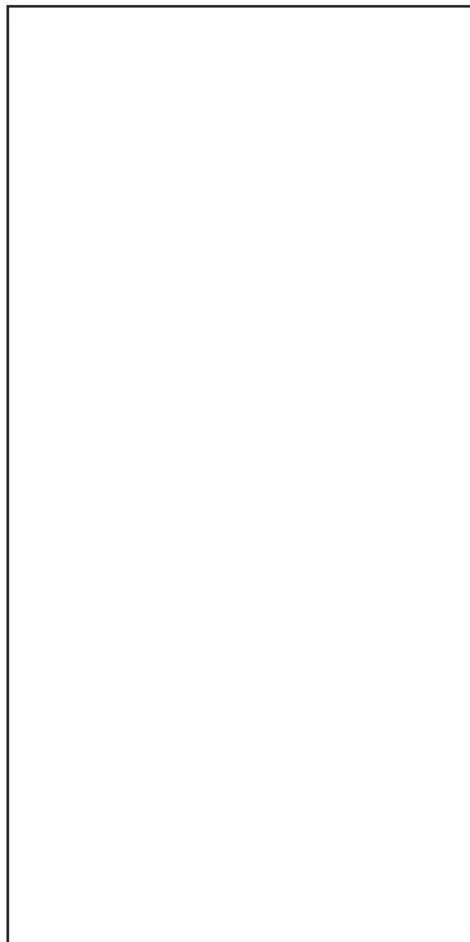
Identifying local plants

- 1 What is the scientific word for the place where a plant is found? _____
- 2 Look at some of the plants that grow where you live.
 - a) Draw the shape of two different trees you can see. Name them if you can.

Draw with solid lines like this:



Not fuzzy lines like this:



- b) Label the **trunk** and the **leaves**.

3 Name **two** other plants you can see.

1. _____ 2. _____

4 Draw some of the plants you can see. Name them if you can.

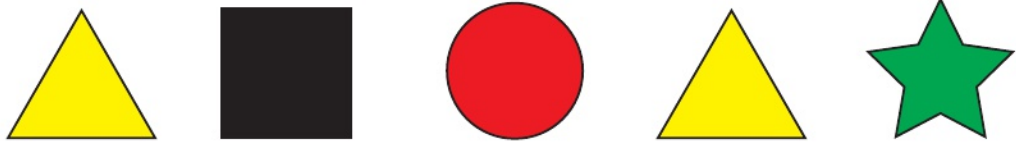
Label a **leaf** on each one. Label a **flower** if there are any.

Classifying plants

- 1 a) Circle **one** word that means *put living things into groups*.

colour measure check classify test

- b) (i) Circle **two** shapes that are the *same*.



- (ii) Circle **two** shapes that are *similar*.

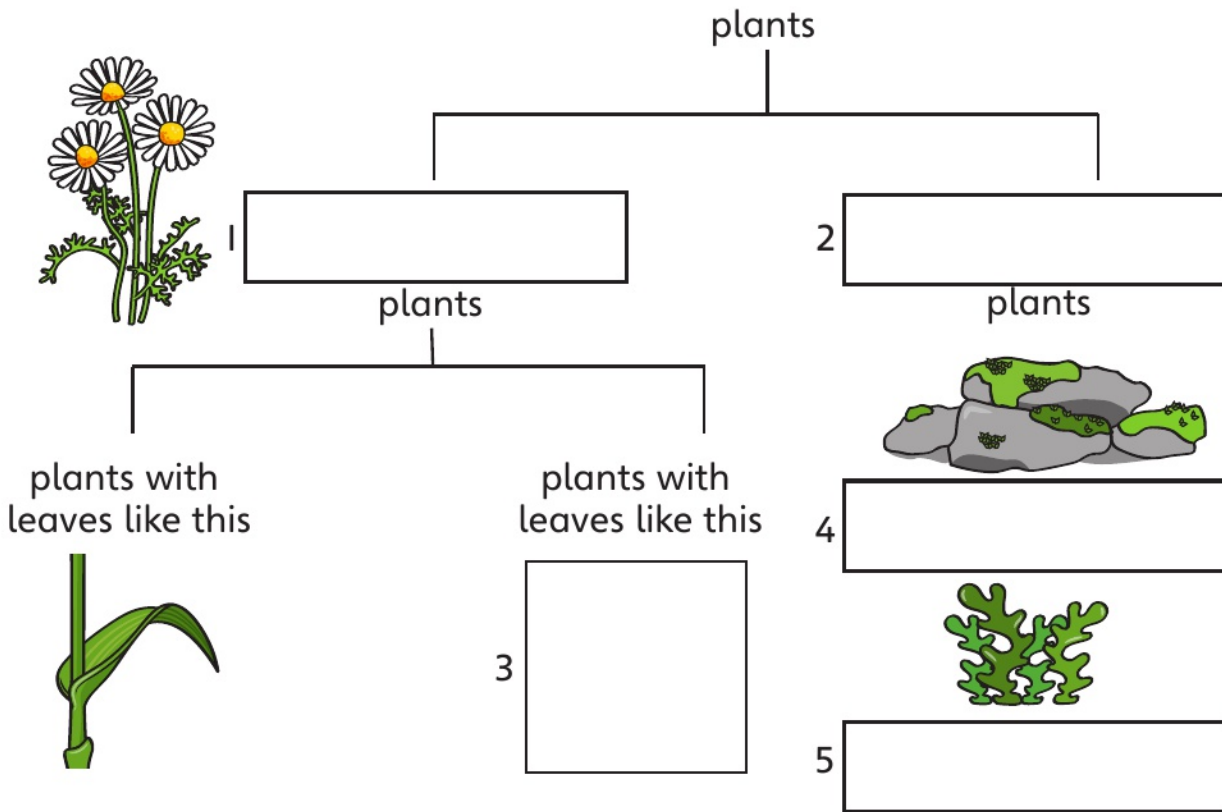


- 2 Draw a label line and write **F** to label a flower in each picture.



3 a) Complete this diagram by doing these things.

- Write words in boxes 1 and 2.
- Draw the missing leaf in box 3.
- Name the two plants in boxes 4 and 5.



b) Name **two** flowering plants.

1. _____ 2. _____

4 Circle the plants with similar leaves.



Classifying animals

1 a) Circle **two** groups that an **owl** is classified into.

mammal bird vertebrate invertebrate

b) (i) A cheetah and a snow leopard are both grouped in the cat family.

Write **two** features they share.

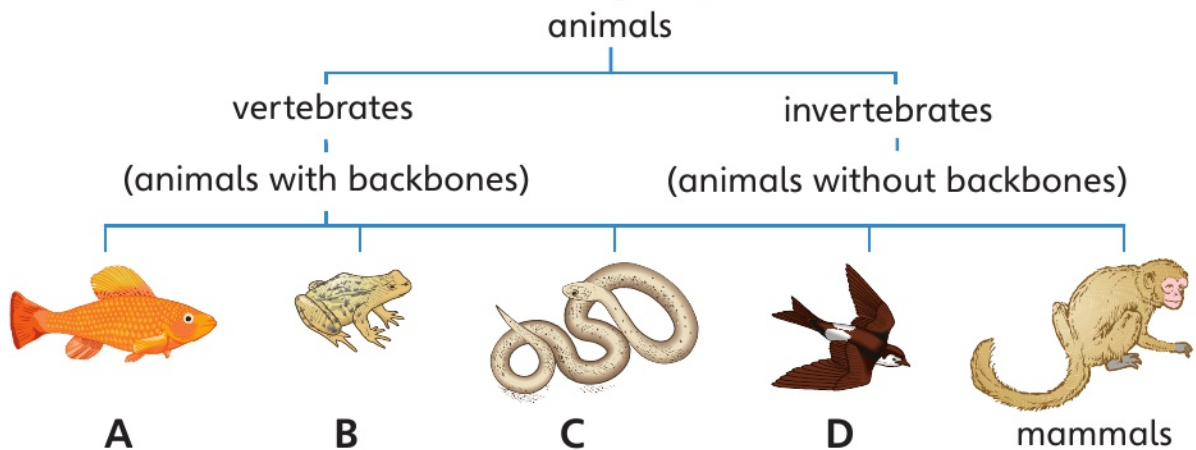


1. _____ 2. _____

(ii) Write **two** other groups they are classified in.

1. _____ 2. _____

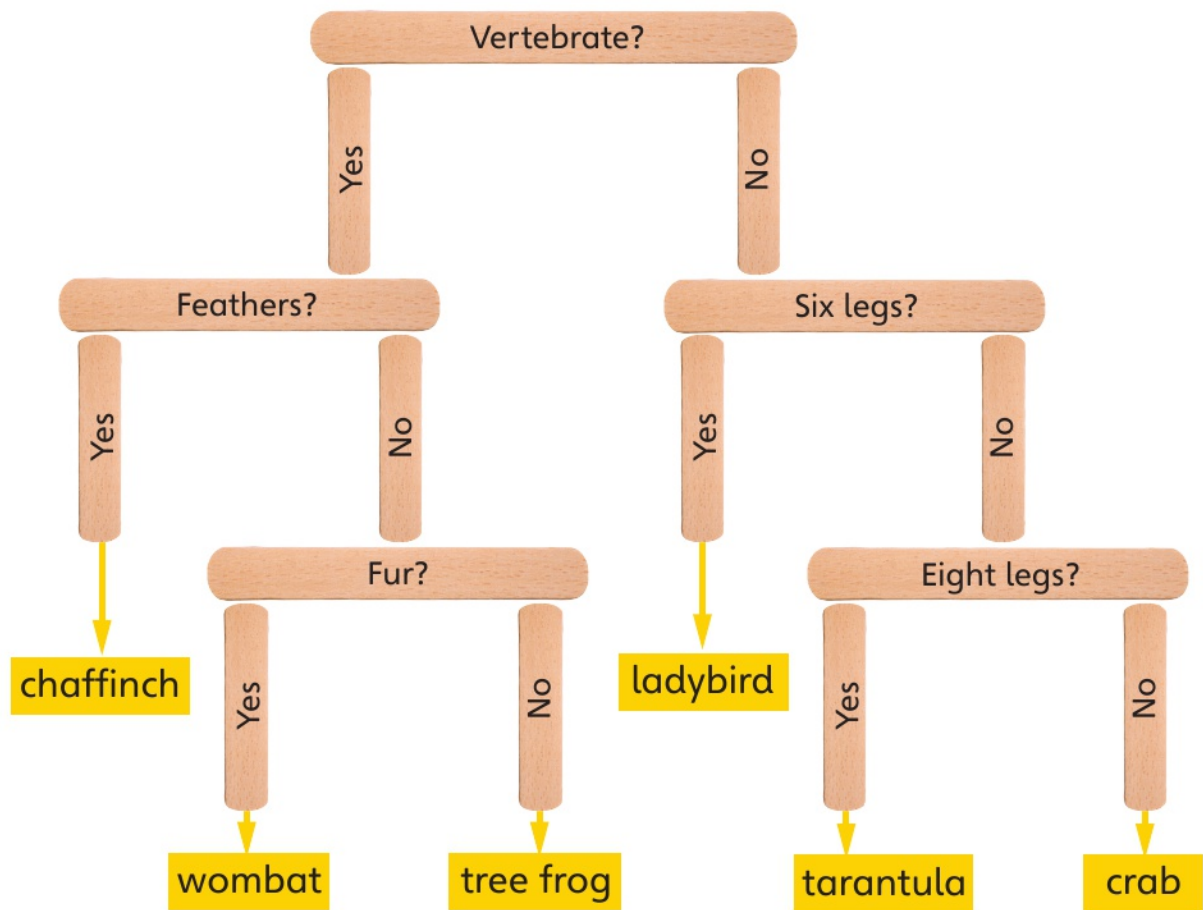
2 Write the names of vertebrate groups **A**, **B**, **C** and **D**.



A	
C	

B	
D	

3 Write information **from the key** for all your answers in question 3.



a) Which animal in the key has **feathers**? _____

b) Which animal has eight legs? _____

c) Write **two** features to describe a **ladybird**.

1. _____ 2. _____

d) Write **two** features to describe a **wombat**.

1. _____ 2. _____

Observing a plant

- I** a) Carefully join the numbered dots to draw this buttercup flower. Then colour it in.
- b) Label **flower**, **petal**, **leaf** and **stem** using a label line and the word each time.
- c) How many petals does each flower have?

