Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

Diversity

Subject: Science

Year group: 4

Term: Summer

Unit name: Animals including humans

Strand: Biology

Prior Knowledge - The parts of the human body and what they do. All animals need water, air and food to survive. The different ways in which humans are healthy. Animals get nutrition from what they eat. Humans and some animals have skeletons and muscles for support, protection and movement. What carnivores, omnivores and herbivores are. Excretion is one of the seven living processes.

Key Vocabulary: Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, herbivore, omnivore.

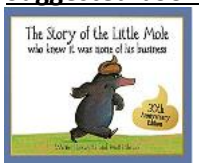
Key Scientists:

John Hams

Scatologists

Dentists

Suggested books:



National curriculum:

- I can describe the simple functions of the digestive system in humans.
- I can identify different teeth in humans and name their functions.
- I know how to keep my teeth healthy
- I can identify and compare teeth of carnivores, herbivores and omnivores.
- I can construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces (poo)
- I can identify animal habitats in the locality and observe what they eat

Working Scientifically:

- Ask relevant questions.
- Make careful observations and use a range of equipment.
- Gather, record and classify data.
- Record findings using scientific language, drawings, labelled diagrams.
- Identify similarities and differences.
- Use straightforward scientific evidence to answer questions to support findings.
- Interpret models to demonstrate how things work.
- Record findings using labelled diagrams

C	H
Compassion	Hope
When Jesus arrived, he saw a large crowd. He felt sorry for them and healed those who were sick. Matthew 14:14	I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future. Jeremiah 29:11

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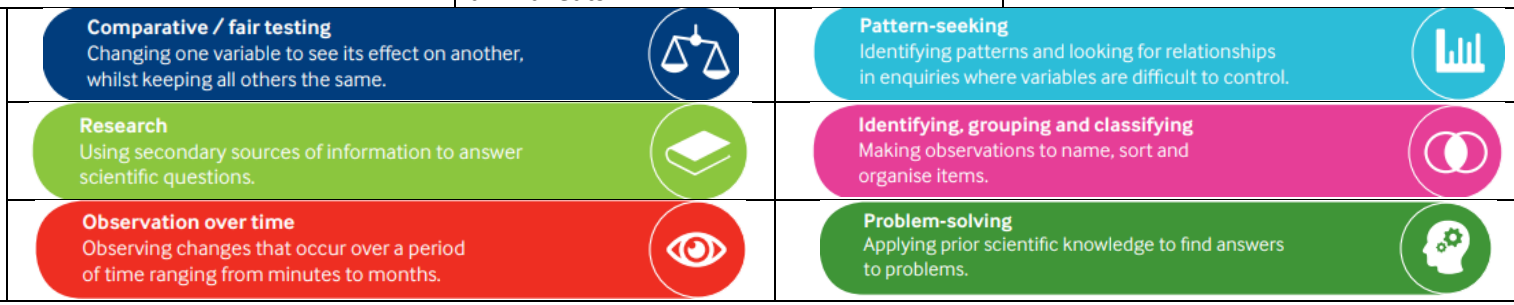
Key learning objectives		
Knowledge	**Working Scientifically**	**Scientific Enquiry**
To describe the simple functions of the digestive system in humans	To interpret my model to demonstrate how the digestive system works.	To identify organs in digestive system
To identify different teeth in humans and name their functions.	To record my findings using a labelled diagram	To identify the different teeth in the human body and know their function.
To know how to keep my teeth healthy	To record my results in a table	To set up a fair test
To identify and compare teeth of carnivores, herbivores and omnivores.	To observe the shapes of teeth carefully	To research and compare the teeth of carnivores, herbivores and omnivores.
To construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces (poo)	To observe closely the food each animal eats by examining the animal faeces.	To identify the food each animal eats and classify.
To construct and interpret a variety of food chains identifying producers, predators and prey.	To ask questions to find out what each animal eats.	To research what animals eat

Scientific Enquiry Key



Assessment- Key indicators:

Can sequence the main parts of the digestive system.
Can draw the main parts of the digestive system onto a human outline.
Can describe what happens in each part of the digestive system.
Can point to three different types of teeth in their mouth and talk about what each is used for.
Demonstrate journey of food through body.
Make a dental record,
Can explain teeth in animals and if they are carnivores, herbivores or omnivores.