

Animals including Humans

Year 4



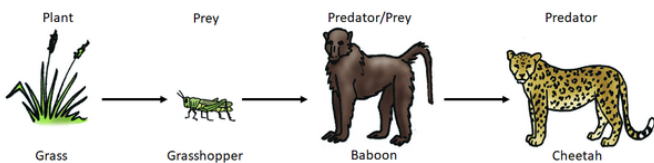
Review:

What should I already know?

- I should be able to identify and name a variety of carnivores, herbivores and omnivores. (Year 1)
- I should already know able simple food chains (Year 2)
- I should already know that living things get nutrition from what they eat. I should already know about the function of the skeletal and muscular body systems. (Year 3)

Essential knowledge.

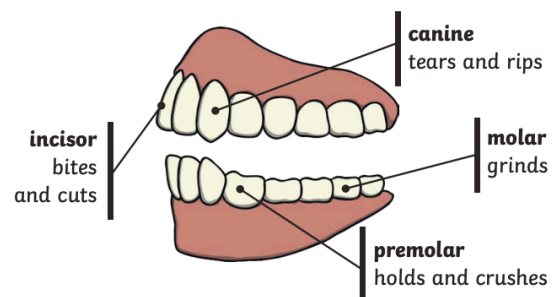
- I will learn the functions of the basic **digestive system** in humans.
 - 1) Mouth
 - 2) Tongue
 - 3) Teeth
 - 4) Oesophagus
 - 5) Stomach
 - 6) Small and large intestine.
- Teeth are within the mouth and at the start of the digestive system. Each type of tooth has a specific function.
- Humans have 4 main types of **teeth**
 - 1) Canines
 - 2) Incisors
 - 3) Premolars
 - 3) Molars
- I will be able to construct and interpret a variety of food chains, identifying the **producers**, **predators** and **prey**.



Vocabulary

| | |
|-------------------------------|---|
| Biology | Biology is all about living things. |
| Working Scientifically | is all about working like a scientist to answer scientific questions. |

| | |
|-------------------------|---|
| Function | Something's function is what job it does. |
| Digestive System | Takes out the goodness from food, gives it to the body and gets rid of the leftovers. |
| Teeth | Used to tear, rip and chew food. |
| Food chain | Shows the flow of energy from one living thing to another. |
| Producer | A producer makes its own food. |
| Predator | An animal that eats other animals. |
| Prey | Animals that are eaten. |



Some people have wisdom teeth but they have no function now.

Working Scientifically

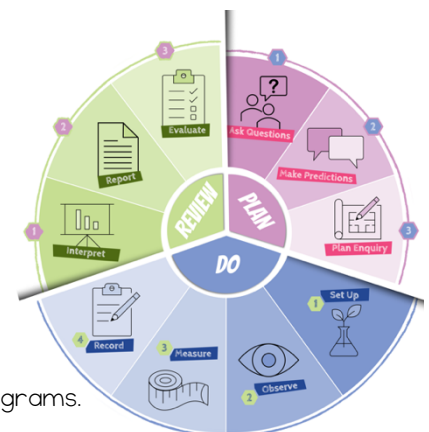


Our enquiry focus:

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|-----------------------------|------------------------|-------------------------------------|--------------|-----------------|
| Observing Changes Over Time | Pattern Seeking | Identifying, Grouping & Classifying | Fair Testing | Research |
|-----------------------------|------------------------|-------------------------------------|--------------|-----------------|

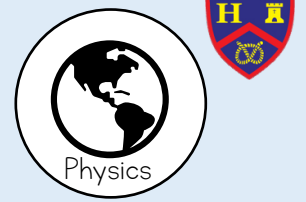
Skills I will need:

- I will ask relevant questions and use different types of enquiry to answer them.
- I will gather, record, classify and present data in a variety of ways.
- I will record my findings using simple scientific language, drawings and labelled diagrams.
- I will report on what I find and predict further result based on my findings.



Sound

Year 4



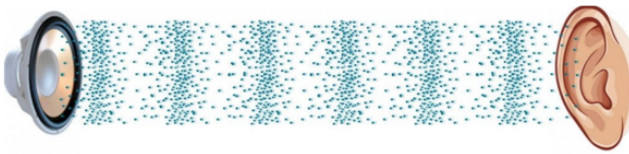
Review:

What should I already know?

- Objects make different sounds. (Reception)
- Hearing is one of my five senses. (Year 1)
- I am starting to discuss pitch in music (Music - Year 2)

Essential Knowledge

- Sound is made through **vibration**.
- Vibration from sounds travel through **mediums** (objects) to the ear.
- Vibration makes the air around an object vibrate and the air vibrations travel and enter your ear.



- There are patterns with the **pitch** of a sound and the features of the objects that produced it.
- There are patterns with the **volume** of a sound and the strength of the vibrations that produced it.

Vocabulary

| | |
|-------------------------------|---|
| Physics | Physics is all about Earth and space and how they work. |
| Working Scientifically | is all about working like a scientist to answer scientific questions. |

| | |
|------------------|--|
| Sound | Sound is a type of energy that we can hear. |
| Vibration | Very fast and tiny back and forth movements. |
| Volume | How loud or quiet a sound is |
| Pitch | How high or low a sound is. |
| Source | Where something comes from. |
| Travel | How something moves |
| Fair test | Only changing one thing so we know the test is fair. |



Working Scientifically



Our enquiry focus:

| | | | | |
|-----------------------------|------------------------|-------------------------------------|---------------------|----------|
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|-----------------------------|------------------------|-------------------------------------|---------------------|----------|

Skills I will need:

- I will find patterns in the sounds that are made from different objects.
- I will set up a simple fair test and suggest how to make it fair.
- I will use scientific equipment, such as a data logger, to measure sound.
- I will record my findings using tables and bar charts of different scales.
- I will interpret my results to draw simple conclusions.
- I will evaluate my enquiry and suggest improvements.

