



Topic Title: Sand, scarabs and Cinderella

Year Group: 4

Academic Year: 2019 - 2020

Science Intent:

Animals including Humans:

Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.

Prior Scientific Learning/Linked Topics:	Literacy Links (including texts/media used):	Maths Links:		
Scientific Knowledge	Working Scientifically			
	Observing and Measuring over time	Identifying, classifying and grouping	Comparative and fair testing (controlled investigations)	Research
Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.	Questioning and enquiry Planning Ask relevant questions and use different types of scientific enquiries to answer them. Begin to develop their ideas about functions, relationships and interactions. Raise their own questions about the world around them. Make some decisions about which types of enquiry will	Identifying, grouping and classifying Identify differences, similarities or changes related to simple scientific ideas and processes. Talk about criteria for grouping, sorting and classifying and use simple keys. Compare and group according to behaviour or properties, based on testing.	Investigating Set up simple practical enquiries, comparative and fair tests. Recognise when a simple fair test is necessary and help to decide how to set it up. Can think of more than one variable factor.	Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.



No Limits
To Learning!

	<p>be the best way of answering questions.</p> <p>Observing + measuring</p> <p>Pattern seeking</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Can see a pattern in my results.</p> <p>Can choose from a selection of equipment.</p> <p>Recording and reporting findings</p>			
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	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Can record results in tables and bar charts.</p> <p>Conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>			
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	<p>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Can see a pattern in my results.</p> <p>Can say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p> <p>Can answer questions from what I have found out</p>			
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Content:

- To be able to identify and classify carnivores, herbivores and omnivores.
- To be able to construct and interpret a variety of food chains.
- To identify the different types of teeth in humans and identify their functions.
- To explore different ways of keeping teeth healthy.
- To investigate how the digestive system works.
- To be able to describe the functions of the basic parts of the digestive system.



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Key Vocabulary:

Mouth, tongue, teeth, oesophagus, stomach, duodenum, small intestine, large intestine, pancreas, liver, rectum, anus, salivary glands, gallbladder, digestion, digest, digestive system, functions, glands, enzymes, acid.

Tooth, teeth, incisors, canines, molars, premolars, humans, animals, gums, nerves, carnivore, herbivore, omnivore, decay, questions, scientific, non-scientific, practical enquiries, comparative tests, fair tests, variables. Erode, erosion, test, practical enquiry, fair test, comparative test, time intervals, observe, record, scientific language, conclusion, prediction, hypothesis.

Stunning Start/Marvellous Middle/Fabulous Finish:

To be revealed!

OAA/Trips/Visits/Visitors:

tbc