

# Biology

## Animals Including Humans



Function



Year 4 - Autumn 1

### What should I already know?

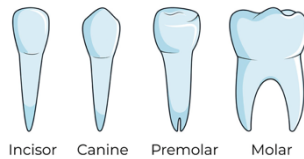
- I should be able to identify and name a variety of carnivores, herbivores and omnivores. (Year 1)
- I should already know that living things get nutrition from what they eat. I should already know about the function of the skeletal and muscular body systems. (Year 3)

### What will I learn?

- I will learn the functions of the basic **digestive system** in humans.
  - Mouth
  - Tongue
  - Teeth
  - Oesophagus
  - Stomach
  - Small and large intestine.

- Humans have 4 main types of **teeth**

- Canines
- Incisors
- Premolars
- Molars



- Teeth are within the mouth and at the start of the digestive system. Each type of tooth has a specific function.

### What is our enquiry type?



Observing Changes Over Time	<b>Pattern Seeking</b>	Identifying, Grouping & Classifying	Fair Testing	<b>Research</b>
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Vocabulary	
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.
Oesophagus	The tube in the body that takes food from the mouth to the stomach.
Intestine	The small intestine absorbs nutrients and the large intestine where stools are formed.
Canine teeth	Tall and pointed teeth which are used to tear and rip food.
Incisor teeth	At the front of the mouth which have a straight, sharp edge to help cut food.
Premolars	Similar to molar teeth but are at the front of the month. They hold and crush food.
Molar teeth	Big, flat teeth to help grid and chew food.

What does our body do with the food we eat?

### Working scientifically skills.

How will I be a scientist?

REVIEW		REVIEW	
<b>Report</b> 	I will look at the <b>patterns</b> of sugar content and tooth decay. I will use my <b>observations</b> to report back on my findings.  After studying the digestive system, I will <b>report</b> upon the information I have learnt using <b>diagrams</b> and text.	<b>Interpret</b> 	I will research the different types of teeth that different animals have. I will <b>interpret</b> my findings to find <b>patterns</b> between what an animals eats (carnivore, herbivore or omnivore) and what their teeth look like.  Using my findings, I will <b>interpret</b> pictures of animal's teeth and predict what their diet may look like.

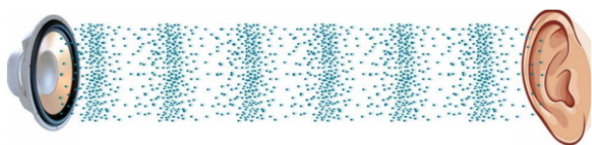


### What should I already know?

- 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)

### What will I learn?

- 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

Energy	The ability to do work. It cannot be created or destroyed, only transferred (moved).
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.



### What is our enquiry type?

Observing Changes Over Time	<b>Pattern Seeking</b>	Identifying, Grouping & Classifying	<b>Fair Testing</b>	Research
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### Working scientifically skills.

How will I be a scientist?

PLAN		PLAN	
Ask Questions 	I will ask questions about what <b>patterns</b> can be found between different objects, their sizes and sound.	Plan enquiries 	I will plan a <b>fair test</b> in order to explore how distance affects the <b>volume</b> of a sound.
DO		REVIEW	
Measure 	I will use a <b>datalogger</b> to measure the volume of a sound in <b>decibels</b> .	Report 	I will analyse my results and <b>report</b> how different factors alter the volume and pitch of sound.

