

Animals including humans

Year 4 Autumn



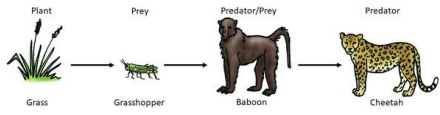
Review:

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 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.
 - Mouth
 - Tongue
 - Teeth
 - Oesophagus
 - Stomach
 - 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.
 - Canines
 - Incisors
 - Premolars
 - Molars .
- I will be able to construct and interpret a variety of food chains, identifying the **producers, predators and prey**.

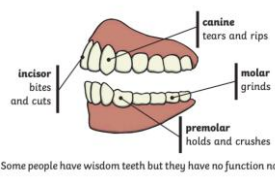


Vocabulary

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 eat another animal.
Prey	Animals that are eaten.

Etymology

Digestive	"digestive" comes from the Latin word "digerere," meaning "to separate" or "to carry apart"
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Our enquiry focus:				
Observing Changes Over Time	Pattern Seeking	Identifying, Grouping & Classifying	Fair Testing	Research

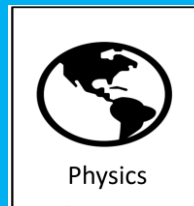


Skills I will need:

- 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 Autumn



Review:

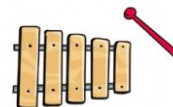
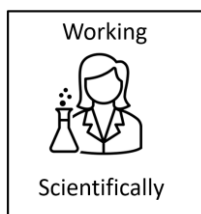
What should I already know?

- 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

I will 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

Physics	. Is all about earth and space and how it works.
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.

Etymology

Vibration	comes from the Latin word "vibrare," which means "to shake" or "to quiver"
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Our enquiry focus:

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

