



The Canons CE Primary School



Year 4 – Animals, Including Humans

Prior Learning	In Year 4	Future Learning
In Year 1 children will be taught to: • recognise herbivores, carnivores and omnivores from the animals that I know • describe the terms herbivore, omnivore and carnivore • recognise, and describe, animals in their local environment • describe the similarities and differences between fish, amphibians, reptiles, birds and mammals • name certain fish, amphibians, reptiles, birds and mammals.	In Year 4 children will be taught to: • interpret food chains • identify and describe prey in a food chain • identify and describe a predator in a food chain • identify and describe a producer in a food chain • create their own food chain • describe how to look after their teeth • identify and describe the different types of teeth in humans and how they function • compare the teeth of herbivores and omnivores • identify and describe the basic parts of the human digestive system.	In Year 6 children will be taught to: • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the ways their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.
In Year 2 children will be taught to: • describe what should be included in a human's balanced diet • describe the importance of exercise for humans • describe the basic needs of animals, including humans, for survival • identify what the basic needs are for animals, including humans, for survival • identify that animals have offspring which grow into adults.	Key Vocabulary digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain	
In Year 3 children will be taught to: • research and design their own balanced diet using different food groups • describe why animals need the right type and amount of nutrition • identify that animals, including humans, get their nutrition from what they eat.		



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Famous Scientists	Common Misconceptions	Possible Evidence to be Secure
- Washington & Lucius Sheffield – toothpaste in a tube - Joseph Lister – first antiseptics	Some children may think: - arrows in food chains mean 'eats' - the death of one of the parts of a food chain or web has no, or limited, consequences on the rest of the chain - there is always plenty of food for wild animals - your stomach is where your belly button is - food is digested only in the stomach - when you have a meal, your food goes down one tube and your drink down another - the food you eat becomes "poo" and the drink becomes "wee".	Children can: - sequence the main parts of the digestive system - draw the main parts of the digestive system onto a human outline - describe what happens in each part of the digestive system - point to the three different types of teeth in their mouth and talk about their shape and what they are used for - name producers, predators and prey within a habitat - construct food chains.



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Working Scientifically

National Curriculum Statutory Requirements

1. Ask relevant questions and use different types of scientific enquiries to answer them.
2. Set up simple practical enquiries, comparative and fair tests.
3. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
4. Gather, record, classify and present data in a variety of ways to help in answering questions.
5. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
7. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
8. Identify differences, similarities or changes related to simple scientific ideas and processes.
9. Use straightforward scientific evidence to answer questions or to support their findings.

Highlighted = main focus during this topic

Teaching Ideas – Different Types of Scientific Enquiry

Comparative and Fair Testing	Identifying and Classifying	Observation Over Time	Pattern Seeking	Research
In our class, are omnivores taller than vegetarians?	What are the names for all the organs involved in the digestive system? How can we organise teeth into groups?	How does an egg shell change when it is left in cola?	Are foods that are high in energy always high in sugar?	How do dentists fix broken teeth?

Teaching Ideas – How Pupils Could Work Scientifically

Teaching Ideas – Possible Evidence to be Secure

(Bracketed Number = National Curriculum Statutory Requirement Link)

- Research the function of the parts of the digestive system. (1)
- Create a model of the digestive system using household objects. (6)
- Explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding (chewing). (1, 5)
- Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls. (4)
- Use food chains to identify producers, predators and prey within a habitat. (9)
- Use secondary sources to identify animals in a habitat and find out what they eat. (7, 9)

Children can:

- use diagrams or a model to describe the journey of food through the body explaining what happens in each part (5)
- record the teeth in their mouth (make a dental record) (5)
- explain the role of the different types of teeth (6, 9)
- explain how the teeth in animal skulls show they are carnivores, herbivores or omnivores (6)
- create food chains based on research. (6, 7)