

Pentecost 2
Science Year 4: Animals including Humans (Biology)

Scripture Link: *Genesis 9:3*

National Curriculum Objective

Enquiry Question: How do we eat food?

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	(use lesson 2) To know the names of the different teeth and their functions	(use lesson 3) To know that different substances react with teeth	(Use lesson 1) To know the names and simple functions of the basic parts of the human digestive system
Recall and Retrieval	Know what we need to keep us healthy What is meant by a balanced diet Name the main food groups	The outsides of our teeth are covered with enamel The insides of our teeth have blood vessels and nerves. Can name the main elements of a life cycle.	Acids like fruit juice, vinegar, cola dissolve the enamel on teeth. Children have 20 milk teeth, adults have 32 teeth. Can identify different ways to keep myself healthy. Can explain what nutrition is
Sequence of substantive knowledge throughout the lesson	The outsides of our teeth are covered with enamel The insides of our teeth have blood vessels and nerves. Front teeth are called incisors. 4 sharp teeth are called canines. Back teeth are called molars. Children have 20 milk teeth Adults have 32 teeth.	Acids like fruit juice, vinegar, cola dissolve the enamel on teeth.	The oesophagus takes food from mouth to stomach so digestion can begin. Stomach is filled with powerful acids that break down the food into smaller pieces. The liver creates enzymes to help process nutrients.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; 	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; 	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; identifying differences, similarities or changes related to simple scientific ideas and processes

		<ul style="list-style-type: none"> • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; • identifying differences, similarities or changes related to simple scientific ideas and processes 	
Key Vocabulary	mouth, teeth, saliva, incisor, canine, molar, premolar,	mouth, teeth, saliva.	Digestive system, digestion, oesophagus, stomach, small intestine, large intestine, nutrients, rectum, anus
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Human Dignity – We are all people in Gods eyes and loved.	Human Dignity – We are all people in Gods eyes and loved.	Human Dignity – We are all people in Gods eyes and loved.
British Values			
Wider links			

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Science Year 4: Animals including Humans (Biology)

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know what a producer, a predator and prey are and how they fit into a food chain.	To know what a food web is.	To know how to identify which food chains belong to predators, producers and prey.
Recall and Retrieval	Explain what mammals, reptiles and amphibians are – giving examples. Know what plants need to help them stay alive and grow.	A producer is: something that makes its own food (like plants) A predator is: an animal that eats other animals Prey means: animals that are eaten by other animals. That a food chain is a diagram that shows us how animals are linked by what they eat Can explain what is meant by: carnivore, herbivore and omnivore	Can explain what animals need to stay alive that a food web shows the links between animals who eat or are eaten by more than one kind of animal. Know what a vertebrate and an invertebrate are.
Sequence of substantive knowledge throughout the lesson	A producer is: something that makes its own food (like plants) A predator is: an animal that eats other animals Prey means: animals that are eaten by other animals. That a food chain is a diagram that shows us how animals are linked by what they eat	that a food web shows the links between animals who eat or are eaten by more than one kind of animal.	That a food chain is a single list which connects a producer with several different consumers.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them; • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; • identifying differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them; • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; • identifying differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them; • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; • identifying differences, similarities or changes related to simple scientific ideas and processes

Key Vocabulary	herbivore, carnivore, omnivore, producer, predator, prey, food chain.	producer, predator, prey, food chain.	herbivore, carnivore, omnivore, producer, predator, prey, food chain.
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Stewardship – all things are connected	Stewardship – all things are connected	Stewardship – all things are connected
British Values			
Wider curriculum links			