



Animals inc Humans – Year 4 Unit – Spring 2nd – Year A

Retrieval vocab: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints

New Vocab 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

Previous learning
 Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans)

Links with Vision and Values.
Stimulate in every child a sense of curiosity and excitement about the world

| | Working scientifically/ enquiry focus | Curriculum Strand/ Focus | Small step objective | Previous learning within the unit. | Lesson content | Outcome |
|---|--|-----------------------------|--|--|--|--|
| 1 | Identify and classify | Animals inc Humans | To be able to identify functions of the types of teeth. | N/A | What are the names of the human teeth? What are their functions? | The children can: identify the types of human teeth and identify their function. Match the types and functions of teeth and compare the teeth of different animals. |
| 2 | Comparative/ fair testing | Animals inc Humans | To set up comparative/ fair test to understand what causes tooth decay. | <i>Identify the types of human teeth and identify their function. Match the types and functions of teeth and compare the teeth of different animals.</i> | Which drink causes the most tooth decay? | The children can: Set up a simple enquiry with support, make predictions, suggest equipment and give clear instructions explaining how to perform a test. |



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| 3 | Comparative/ fair testing | Animals inc Humans | To make observations and draw conclusions from our comparative/fair test into tooth decay. | <i>As above Set up a simple enquiry with support, make predictions, suggest equipment and give clear instructions explaining how to perform a test.</i> | What do the results of our test tell us? How can we display our findings? | The children can: Make systematic observations and record findings using appropriate scientific language. Use results to make predictions for new values and/or raise further questions resulting from the enquiry/test. |
| 4 | Identify and classify | Animals inc Humans | To be able to name and describe the basic functions of the digestive system in humans. | <i>As above Make systematic observations and record findings using appropriate scientific language. Use results to make predictions for new values and/or raise further questions resulting from the enquiry/test.</i> | What is the digestive system? What happens to food as we eat it. What are the names given to the different parts of the digestive system? | The children can: Name twelve main parts of the digestive system and describe their basic functions. Label a diagram and use scientific vocabulary for description. |
| 5 | Identify and classify | Animals inc Humans | To be able to describe the basic functions of the digestive system in humans | <i>As above Name twelve main parts of the digestive system and describe their basic functions. Label a diagram and use scientific vocabulary for description.</i> | What are the different functions of the digestive system? | The children can: add functions to the parts of the digestive system and match the parts of the digestive system with their function. Explain the functions of the digestive system. Use scientific evidence given to answer questions. |



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| 6 | Identify and classify | Animals inc Humans | To construct and interpret a variety of food chains. | <i>As above Add functions to the parts of the digestive system and match the parts of the digestive system with their function. Explain the functions of the digestive system. Use scientific evidence given to answer questions.</i> | What is a food chain? | The children can: order a simple food chain. Identify the producer, predator and prey. Interpret a variety of food chains |
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