Sacred Heart Primary School
Curriculum Theme Plan

Animals incl Humans: Year 4 -Term 3

Rationale: In order to address the skills and knowledge as outlined in the national curriculum. The topic of animals including humans is age appropriate for Year 4. There are opportunities for investigative work to engage the children. This unit is designed to build on their prior knowledge of the basic need for food, the parts of the body and what they are used for. It will enable the children to be prepared for the Year 6 Animals Including Humans unit where they will bring together their understanding of the different systems in their body, nutrition and how the body transfers nutrients to different parts of the body.

Pre-Unit task: Class brainstorming session - add the organs to the body task

Learning Objectives:

1. To identify and name parts of the human digestive system.
2. To explain the functions of the digestive system
3. To identify the types and functions of teeth.
4. To ask scientific questions and choose a scientific enquiry to answer them.
5. To make careful observations, appropriately record results and use them to develop further investigations.
6. To construct and interpret food chains.

Curriculum Links:

PSHE *To consider the lives of people living in other places and people with different values and customs. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.*

TOPIC *The Rainforest*

ART *Henri Rousseau Tropical Forest with monkeys*

1. Digestive System Parts

- *To describe the simple functions of the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system.*
- ***2. Digestive System Function***
- *To describe the simple functions of the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system.*

3. Types and Functions of Teeth

- *To identify differences, similarities or changes related to simple scientific ideas and processes by comparing human and animal teeth.*

4. Tooth Decay Enquiry Part 1

- *To ask relevant questions and use different types of scientific enquiries to answer them by distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry*

5. Tooth Decay Enquiry Part 2

- *To make systematic and careful observations by observing the changes that occur in their enquiry or test.*
- *To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions by presenting findings, making predictions and raising questions about results.*

6. Food Chains

- *To construct and interpret a variety of food chains, identifying producers, predators and prey by understanding food chains and the role of different plants and animals within them.*

Resources

- Liquids – water, milk, orange juice, apple juice, coke
- Hard-boiled eggs
- Containers
- Measuring jugs

Opportunities for enrichment: Jonathan's Jungle Roadshow- interactive animal show

SMSVC Links Social- appreciate the lifecycle of God's creations. Moral - respect for life and all God's creations. Cultural – To ask questions about different survival techniques of animals by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church, and the wider community. **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words

Impact/Assessment

...all children should be able to:

• Generate questions and use scientific evidence that is given to answer questions.
• Identify similarities related to scientific ideas.
• Set up a simple enquiry with support.
• Make observations, record findings and use results to draw simple conclusions.
• Name parts of the digestive system.
• Add functions to the parts of the digestive system.
• Identify the function of teeth in humans.
• Construct a simple food chain.

...most children will be able to:

• Generate relevant scientific questions.
• Identify differences related to scientific ideas.
• Make predictions and suggest equipment.
• Make careful observations, record findings using labelled diagrams and use results to make predictions for new values.
• Identify parts of the digestive system.
• Match the parts of the digestive system with their functions.
• Match the types and functions of teeth.
• Construct and interpret a food chain.

...some children will be able to:

• Distinguish between scientific and non-scientific evidence and select the best type of enquiry to answer a question.
• Identify similarities and differences related to scientific ideas.
• Give clear instructions to perform an enquiry.
• Make systematic observations, record using scientific vocabulary and raise further questions based on their results.
• Construct the digestive system.
• Explain the functions of the digestive system.
• Identify the types and functions of teeth.
• Construct and interpret a variety of food chains.