






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	4	Summer	Animals, including humans		
National Curriculum Programme of Study	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. 				
Prior Learning	<ul style="list-style-type: none"> 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) 				
Future Learning	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6 - Animals, including humans) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans) Describe the ways in which nutrients and water are transported within animals, including humans. (Y6 - Animals, including humans) 				
Links to other subjects	PSHE				
Enrichment	Visit from a dentist				
Working Scientifically	Comparative tests	Identify and classify	Observation over time	Pattern seeking	Research
					
	In our class, are omnivores taller than vegetarians?	How can we organise teeth into groups?	How does an eggshell change when it is left in cola?	Are foods that are high in energy always high in sugar?	How do dentists fix broken teeth?
Working Scientifically Assessment Focus	<p>Review: Evaluate _ Teeth – Eggs in liquid</p> <p>Working Scientifically: Review: Use results to draw simple conclusions, suggest improvements and raise further questions.</p> <p>Assessment Focus</p> <ul style="list-style-type: none"> Can children use results to draw conclusions? Can children suggest explanations for their findings? 				
Sticky 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 Working scientifically vocabulary:				
End points	<ul style="list-style-type: none"> Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added. The food passes into the small intestine. 				

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| | <ul style="list-style-type: none">• Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body.• The rest of the food then passes into the large intestine.• Here the water is removed for use elsewhere in the body.• What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet.• Humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing). |
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