Samuel Allsopp
Primary & Nursery School

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 4		SUBJECT: Science	
WEEK 1 **DATE: 02.09.24**	**WEEK 2** **DATE: 09.09.24**	**WEEK 3** **DATE: 16.09.24**	**WEEK 4** **DATE: 23.09.24**	**WEEK 5** **DATE: 30.09.24**	**WEEK 6** **DATE: 07.10.24**
LO: To describe the function of the human digestive system. **Success Criteria:** -I can list the main organs of the human digestive system. -I can describe the function of the main organs of the digestive system. -I can explain how a model has been used to show a part of the digestive system. -Working scientifically: I can identify a weakness in the model used to represent the digestive system. **Main event:** Teacher to demonstrate the model of the digestive system. Children should identify which organ each of the items represents. Children to evaluate how effective the items were in the modelling process. Children to fill in diagram of digestive system. **Support:** Children to have the video playing whilst they fill in diagrams. **Challenge:** Children to make notes on digestive system model and suggest replacements to overcome problems.	**LO:** To recognise the different types of human teeth and their roles in eating. **Success Criteria:** -I can recall the four types of human teeth. -I can explain what the different teeth are used for. -Science in action: I can identify how scientists find out about teeth. **Main Event:** Children to create teeth model on a whiteboard and label the different types of teeth. Children then to go around and evaluate the teeth models. Children to then complete the types of teeth work sheet. **Support:** Children to use slide one to guide them with creating the teeth. Children to use mirrors to look at there teeth. **Challenge:** Could consider how the models of primary teeth would compare to adult teeth and complete open-ended questions on the *Activity: Labelling teeth* justifying their opinions with scientific vocabulary.	**LO:** To explain how to care for our teeth. **Success Criteria:** -I can recall factors that damage teeth. -I can identify the best toothbrush to use when brushing your teeth. -Working scientifically: I can plan a fair test by selecting which variables need to be changed, measured and controlled in an experiment. -Science in action: I can describe some steps involved in real scientific testing. **Main Event:** Children to plan an investigation using different toothbrush firmness. Children to complete their experiment and record results. **Support:** Children could have the video about cleaning teeth on repeat. **Challenge:** I can recall factors that damage teeth. I can identify the best toothbrush to use when brushing your teeth. Working scientifically: I can plan a fair test by selecting which variables need to be changed, measured and controlled in an experiment. Science in action: I can describe some steps involved in real scientific testing.	**LO:** To recognise that differences in teeth relate to an animal's diet. **Success Criteria:** -I can describe what different types of teeth are used for. -I can recall different types of animal diets. -I can construct a food chain. -Working scientifically: I can use evidence when classifying animals. **Main Event:** Play video How do different animals use their teeth to eat. Remind children of food chains using the video. Children to look at pictures of animals around the room and decide if animals are herbivore, carnivore or omnivore. **Support:** Children can use support sheet. **Challenge:** Should be encouraged to consider what further evidence is needed when considering an animal's diet; should compare more than one animal with 'funny teeth' in the Wrapping up activity and decide which would suffer the most, justifying their ideas with scientific vocabulary.	**LO:** To recognise producers, predators and prey in food chains. **Success Criteria:** -I can identify a producer, a predator and prey. -I can explain population changes using scientific ideas. -Working scientifically: I can begin to analyse predator-prey graphs. -Working scientifically: I can predict missing values from data. **Main Event:** Children to go outside and play predator prey tag rugby game. Observing how the population of the animal's changes. Model constructing a line graph using the information on slides get children to help. Identify trends from the line graph. **Support:** Children could use adapted sheet for wrap up. **Challenge:** Could explain how factors other than feeding relationships may affect population sizes; should predict missing values from a graph, explaining their choice using scientific vocabulary.	**LO:** To recognise that animal poo can give us clues about digestion, teeth and diet. **Success Criteria:** -I can describe what a herbivore, carnivore and omnivore are. -I can look for clues in poo. -I can explain why poo is useful evidence. -Working scientifically: I can draw a results table and record observations. **Main Event:** Discuss the features of a results table. Children to record their findings of different poo samples around the room on their tables. Children to discuss findings and whether they think the poo belonged to a herbivore, carnivore or omnivore. **Support:** Children can use support frame for experiment. **Challenge:** Should independently construct a results table that can be used to record observations; should apply knowledge and vocabulary from the whole unit to their descriptions and justifications of opinions; could be challenged to consider the limitations of using faeces as evidence.

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