## YEAR 4 ANIMALS, INCLUDING HUMANS PLANNING

Class:	Term:	Subject:	Science	Unit: Animals, including humans
Differentiation and support (Deta	iled differentiation in weekly plans.)		English: writing up experi dictionaries and listening	ments in sequence using technical language, using for information in video clips
SEN: write up investigations on w partners in mixed ability work. Ac	vriting frames. Suppor <mark>t from more</mark> able Iditional adult support.	9	Maths: categorising anim	als
GT: provide headings for experin	nent sections. Encourage predictions		ICT: videos on IWB	
apply their own knowledge and to	o research information independently	ties to	PSH <mark>CE &amp; P</mark> E: learning he	ow to look after our teeth
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w	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
	To understand	Intro:	Worksheets	MUST: correctly label the
	how a food chain	Ask children to think, pair, share what they know about food chains, and listen		level of the food chains
	works	to their ideas	Cards for initial	
		Explain that an organism is a living thing	activity (laminated	SHOULD: arrange the
	To know some	Explain the following links in a food chain:	and cut up)	organisms in the correct
	examples of food	<ul> <li>producers – these are the basis of the food chain and make their own</li> </ul>		order in the correct habitat
	chains	food	Organisms to cut and	
		<ul> <li>primary consumers – these are the next level up and feed on producers</li> </ul>	stick	COULD: draw their own
	(1 hour)	<ul> <li>secondary consumers – these are the next level up and feed on primary</li> </ul>		example of a food chain
		consumers	Scissors	
		<ul> <li>tertiary consumers – these are the next level up and feed on secondary</li> </ul>	Chue	
		consumers (there is not always as tertiary consumer in a food chain).	Glue	
1b		<ul> <li>the last animal, which might be a secondary or a tertiary consumer, is</li> </ul>		
		described as being top of the food chain and is not eaten by any other animal		
		Draw an example of a food chain with the labels above, for the children to refer		
		to in the following activity		
		Explain how each link in a food chain is crucial; if one link is removed, all of the		
		animals above that point will find it harder to survive because there food supply		
		will be reduced or taken away altogether		
		Give each child a card with an organism on it, as well as information on what		
		that organism eats or is eaten by		
		Children need to find the other organisms in their food chain and arrange		
		themselves into the correct order		
		Once all groups are complete, children need to read out their card and		
		describe their place in the food chain e.g. I am a crab and I am eaten by a seal.		

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		I am a primary consumer. Demonstrate the problem of one link in a food chain being removed with each group e.g. if there are no crabs, the seal will not be able to eat Explain independent work		
		<ul> <li>Main:</li> <li>Children to complete a worksheet that requires them to do the following: <ol> <li>label the levels of two food chains with the labels of producers, primary consumers, secondary consumers and tertiary consumers</li> <li>cut out and stick the organisms from an ocean food chain and from a rainforest food chain into the correct places</li> <li>draw their own example of a food chain</li> </ol> </li> </ul>		
		Plenary: House competition – in their house groups, children to think of as many food chains as they can and draw them in a set time To help them, tell them to think of different climates and habitats and remind them that food chains can only have 3 levels; they don't always need 4 levels Award points to the team that can think of the most Revise the key terminology from the lesson	he	
	To understand and	Intro:	Food web	MUST: interpret a food
	interpret a food	Revise how a food chain shows the feeding relationships between different	Worksheets	web at a basic level
	(1 hour)	Revise how a predator kills and eats other animals (its prey) Revise how an animal being prey means that it is eaten by another animal (its predator) Explain how a food web is a collection of food chains	Worksheets	SHOULD: interpret the more complex aspects of a food web
		Show children the food web that we will be using for today's lesson and explain the following:		example of a food web
		the bottom level is decomposers. Decomposers are organisms that break down dead plants and animals, thus releasing their putrients		
2		They are crucial because without these nutrient being released the soil would not be as fertile; therefore plants would not grow as well		
		<ul> <li>the next level is producers. Producers make their own food and use the nutrients released by the decomposers. Green plants are</li> </ul>		
		producers and use sunlight, carbon dioxide and water to make their own food.		
		the next level is primary consumers. Primary consumers eat plants		
		<ul> <li>the next level is secondary consumers. Secondary consumers eat other animals</li> </ul>		
		<ul> <li>the arrows show what each animal eats and is eaten by</li> </ul>		
		<ul> <li>the food chain we are using today does not show the decomposers</li> <li>being option at all (to keep it from being successful to the succe</li></ul>		
		being eaten at all (to keep it from being overcomplicated); nowever		

		some of the decomposers would be eaten e.g. the word by birds		
		Main: Children to answer questions that require them to interpret the food web Emphasise to children that they should be answering in full sentences Lower ability given answer frame to complete Extension: Children to draw a food web of their own Plenary: Ask any children who drew their own food webs to share them Use these as a basis to question the other children, in order to revise the key points from the lesson		
3	To know the terminology of food chains and food webs (1 hour)	Intro: Revise how it is important that we know the precise meanings of terminology in science and that we use words and language accurately in it Ask children to think, pair, share some of the terms that we have learnt and used in the last few lessons Explain that we are going to be learning the precise definitions of many of these words today: Decomposers, producer, primary consumer, secondary consumer, predator, prey, carnivore, omnivore, herbivore, fungi. bacteria, habitat, photosynthesis, organism, decompose and scavenger Give each child a card (some will need to be given two of the cards with the terms on them, as there are 32 cards) and children need to find their matching partners Children to read out their term and their definition Explain the following: • primary consumers can be herbivores or omnivores • secondary consumers can be omnivores or carnivores • an animal can be a predator and be prey for another animal • a predator kills its own food, whereas a scavenger eats food that has been killed or died already before they get to it • habitats are natural places for animals to live e.g. a zoo is not a habitat Explain how to play the game for the independent work Main: Give each pair of children 3 sets of cards: a double-sided set, a set with just the terms and a set with just the definitions Children to play 'Go Fish' – 2 sets of cards, placed face down. Children need to find the two matching cards They can use the double-sided cards to check if they have found a matching pair	Sets of cards laminated / printed on card back-to-back Sets of cards laminated / not printed back-to-back	MUST: know some of the terms and their definitions SHOULD: know more of the terms and their definitions COULD: know all of the terms and their definitions

		easier)		
		Collect in all of the sets of cards (and store safely for next year)		
		Children to complete a crossword on the terms for the lesson		
		Lower ability given choice of answers: higher ability not given choice of		
		answers		
		answers		
		Plenary:		
		Memory competition – in pairs / groups to write down as many of the terms as		
		they can remember and their definitions		
	~~~~	Ask pairs / groups how many they got and go to the team who says they have		
		the most terms written down		
		Check they got them right; if they did, award them points; if not go to pair who		
		got the next most; repeat until find winners		
	To understand the	Intro:	Computers / tablets	MUST: draw a diagram of
	structure of a tooth	Explain that we will be looking at teeth over the next couple of lessons	and / or non-fiction	the structure of a tooth
		Ask children to think, pair, share what they already know about teeth, and	books with	and label it
	(45 mins)	listen to some of their ideas	information on the	
		Explain that today we will be looking at the structure of a human tooth and	structure of a tooth	SHOULD: add some
		drawing and annotating a diagram of a human tooth		information about each
		Revise how it is a good idea to get information from more than one source, to	Links available for	part of the tooth
		cross-reference it and to check that it is correct	children and saved	
			as a word template	COULD: as above, but
		Main:	nie so that children	add more information and
		children to use mormation from the following video / websites to draw and	can all open the file	information from different
		http://www.voutube.com/wateb2v-rDvatal.lbk//k		sources
		http://www.childrensuniversity.manchester.ac.uk/learning-		3001003
4		activities/science/teeth-and-eating/the-structure-of-the-tooth/ (if the link does		
		not work. Google 'Children's University of Manchester' and navigate through		
		the site from the homepage)		
		https://www.healthyteeth.org/parts-of-a-tooth/ (if the link does not work, Google		
		'healthy teeth parts of a tooth')		
		https://k8schoollessons.com/human-tooth-structure-for-kids/ (if link does not		
		work, Google 'k8 school lesson human tooth structure for kids') – need to scroll		
		about halfway down the page		
		(If have non-fiction books with this information, some children can use these		
		and later swap with children using PCs / laptops)		
1		Plenary:		
		Children create questions for their partner to answer using the information they		
		nave iound out		
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To access the complete version of this <u>Year 4 Animals, including Humans planning</u>, and all of the resources to go with it, visit

http://www.saveteacherssundays.com/science/year-4/373/

