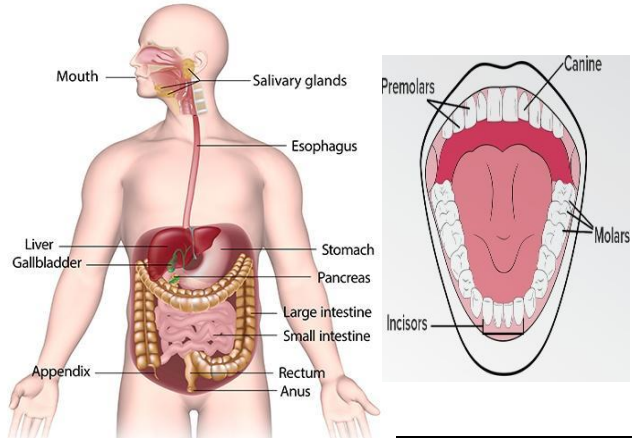


Autumn 1 Year 4 Science Knowledge Organiser

Animals Including Humans

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Large intestine	Responsible for absorption of water. Faeces are formed.		<u>Teeth Health</u> Visit the dentist regularly. Brush teeth twice a day. Limit sugary food and drink. Use toothpaste with fluoride.
Oesophagus	A muscular tube which moves food from the mouth to the stomach.		<u>Animal Teeth</u> Different animals have different teeth depending on what they eat.
Rectum	Faeces are stored before leaving the body through the anus.		Herbivores - Eat plants and leaves
Small intestine	Nutrients are absorbed and used by the rest of the body		Omnivores - Eat plants, leaves and meat/other animals
Stomach	An organ where food is broken down with stomach acid.		Carnivores - Eat meat / other animals
		Writing/Provision/ Enrichment opportunities	
		Make a model of the digestive system Writing - Instructions for making toothpaste	
Scientific Enquiry Skills		Working Scientifically Skills	
			

Presentation	Working Scientifically and Scientific Enquiry Assessment		
	● Use simple scientific language to discuss ideas and communicate their findings in ways appropriate for different audiences orally and written.	● Report on findings to an audience orally and in writing using appropriate scientific vocabulary for a range of audiences.	● Use scientific language and illustrations to discuss, communicate and justify scientific ideas. They can add detail and additional information to make the process clear.
	● Record findings using scientific language, drawings and labelled diagrams and written explanations based on observations that may be guided by an adult.	● Record findings using labelled diagrams. ● Can add detailed explanations using scientific words about the function of the teeth.	● Children can independently and confidently label the teeth and provide a detailed explanation of the function of the teeth. They may add additional information to showcase additional learning.
	● Can use a prepared table with some or all of the headings to help complete a table with results from the test.	● Can create own table with own headings. Can present work neatly and results enable children to elicit a conclusion.	● Can independently produce their own results table to answer a question. ● Has own headings and results. ● Records results systematically and in an organised way.
	● Make systematic and careful observations. They can categorise animals by looking at similarities and differences. With support they can use scientific language to explain the function verbally.	● Make systematic and careful observations to identify and classify animals based on their teeth. ● Use observations to ask questions and group animals. ● Identify differences, similarities or changes related to simple scientific ideas.	● Children can identify animals and group based on their teeth. They can explain in detail how their teeth enable them to eat the food they do and relate to the functions if the different teeth.
	● Can identify some foods in the faeces but rushes and does not notice all items. Lack knowledge of herbivore, omnivore, and carnivore to classify	● Children make systematic and careful observations and use their knowledge of what they find to classify animals. Like a scatologist!	● Can make systematic and careful observations and make scientific suggestions based on what they can see. They can spot anomalies and use scientific words and knowledge.
	● Recognise how and when to use secondary sources to answer questions that cannot be answered in practical science. May need support to do this. ● Can answer questions posed by the teacher, independently or with support. ● Can carry out research using a small range of secondary sources.	● Can decide how to gather evidence to answer questions. Can raise questions to help identify and group based on life cycles and food groups. ● They recognise when secondary sources can be used to answer questions and can select appropriate information from sources.	● Can ask relevant questions and suggest reasons for similarities and differences. ● Independently uses secondary sources to find relevant facts about what animals eat.

