

Key Learning in Science: Year 4

Please Note: There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify how a habitat changes. This could include a focus on the relationships between the plants and animals within a habitat. This could be done through an ongoing/monthly nature journal to observe, record and review over a period of time.

Environment – Living things and their habitats)	Animals – Teeth, Eating and Digestion)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Use and make identification keys for plants and animals. <p>Notes and Guidance (non-statutory): Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants, Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p> <p>Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.</p> <p>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks or garden ponds, and the negative effects of population and development, litter or deforestation.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Using and making simple guides or keys [sorting, grouping, comparing, classifying] to explore and identify local plants and animals. Making a guide [sorting, grouping, comparing, classifying] to local living things. Raising and answering questions based on their observations of animals. What they have found out about other animals that they have researched. 	<p>Pupils should be taught to:</p> <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. Describe how teeth and gums have to be cared for in order to keep them healthy. <p>Notes and Guidance (non-statutory): Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them understand their special functions.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Comparing the teeth of carnivores and herbivores. Suggesting reasons for differences. Finding out what damages teeth and how to look after them. Drawing and discussing their ideas about the digestive system. Comparing them with models or images.