

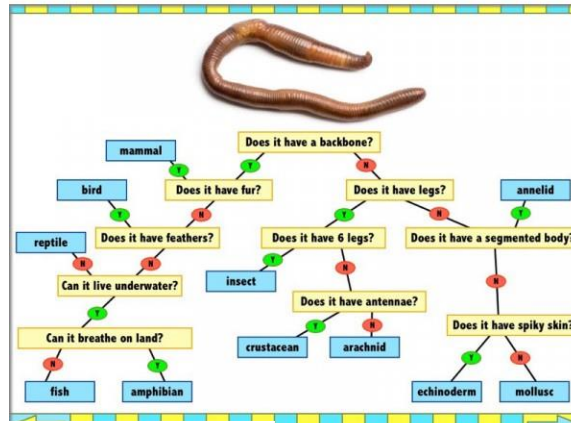
GGA- Science Knowledge Organiser Year 4 Summer Term 1 -Living Things

Vocabulary

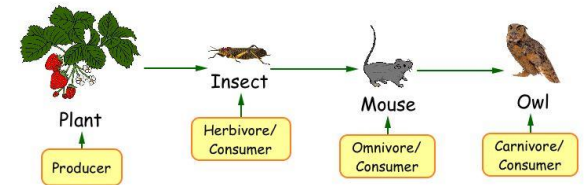
Carnivore	Herbivore
Omnivore	Habitat
Classification Key	Food Chain
Biome	Environment
Microhabitat	Vegetation
Organism	Reproduction

Skills that I am going to learn.

Record findings using scientific language, drawings, labelled diagrams and keys	Eg. Draw and label food chains, including classification keys.
Begin to draw simple conclusions from findings	Eg. Understand how different food chains work.
Identify differences, similarities or changes related to simple scientific ideas and processes	Eg. Understand similarities and differences between living things and the environment.
Ask relevant questions and use different types of scientific enquiries to answer them.	Eg. How can living things be grouped?



The Food Chain Of An Owl



A food chain shows the path of energy from one living thing to another. Decomposers like bacteria, are necessary for all food chains.

Why are we learning this?

To know how...

- Different animals survive (food chains)
- Living things are classified/grouped
- Living things have different habitats and how these habitats are changing

Why is it important?

So we understand...

- How living things have an order of survival (food chains)
- The impact we can have on habitats and how this effects living things

GGA- Science Knowledge Organiser Year 4 Summer Term 2 -Teeth and Eating

Vocabulary

Canine	Incisor
Premolar	Molar
Enamel	Decay
Saliva	Oesophagus
Muscles	Digestion
Excretion	Organ

Why is it important?

So we understand...

- How to look after teeth
- What foods (quantities) we should be eating
- How our bodies digest the food we eat
- How to keep our teeth and bodies healthy

Skills that I am going to learn.

Ask relevant questions and use different types of scientific enquiries to answer them.	Eg. What are the different types of teeth and what functions do they have?
Make systematic and careful observations	Eg. Compare different animals and why they have certain teeth depending on what they eat.
Gather, record, and present data in a variety of ways to help in answering questions	Eg. Using hard boiled eggs in different liquids to see the impact this would have on enamel – record in a table.
Record findings using simple scientific language, drawings and labelled diagrams	Eg. Labelled diagrams of the different teeth and their functions.
Use results to draw simple conclusions	Eg. To know what is bad for your teeth and why. How to look after your teeth.
Use straightforward scientific evidence to answer questions or to support findings.	Eg. To understand how to look after your teeth.

Why are we learning this?

To know how...

- Different teeth have their own functions/purpose
- To look after our teeth
- To know how food is digested
- To know the processes our bodies go through when eating

