

Look carefully at the pictures.

**Can you name each animal
and match it to its habitat?**

**Describe each habitat – think about light,
water, temperature, etc.**

**Why does each animal live where it does?
What else might you find living there?**

YEAR 4
LIVING THINGS AND THEIR HABITATS:
01 – ANIMALS IN HABITATS



Look at the picture.

What can you see?

**How would you find out
exactly what is living there?**

What equipment would you need?

YEAR 4

LIVING THINGS AND THEIR HABITATS:

02 & 05 – EXPLORING HABITATS / CHANGES IN HABITATS



Observe the plants.

Describe each one.

**How are they different and
how are they the same?**

**How might you find out their names?
Can you use the key to identify each one?**

Look at the animals on the cards.

What animals can you name?

Can you group similar animals together?

What heading would each group have?

Could you group them in a different way?

What heading would each group have now?

Look at the picture.

What can you see?

How might this change over a year?

**How might this change
over twenty years?**

YEAR 4

LIVING THINGS AND THEIR HABITATS:

02 & 05 – EXPLORING HABITATS / CHANGES IN HABITATS



Look at this picture carefully.

What might live in this park?

**How might humans help
living things in this park?**

**How might humans disturb
living things in this park?**

YEAR 4
LIVING THINGS AND THEIR HABITATS:
06 – HUMAN IMPACT



YEAR 4
LIVING THINGS AND THEIR HABITATS:
06 – HUMAN IMPACT



YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

01 – DIGESTIVE SYSTEM

Food travels through your body.

Draw the body parts your food travels through on the body outline.

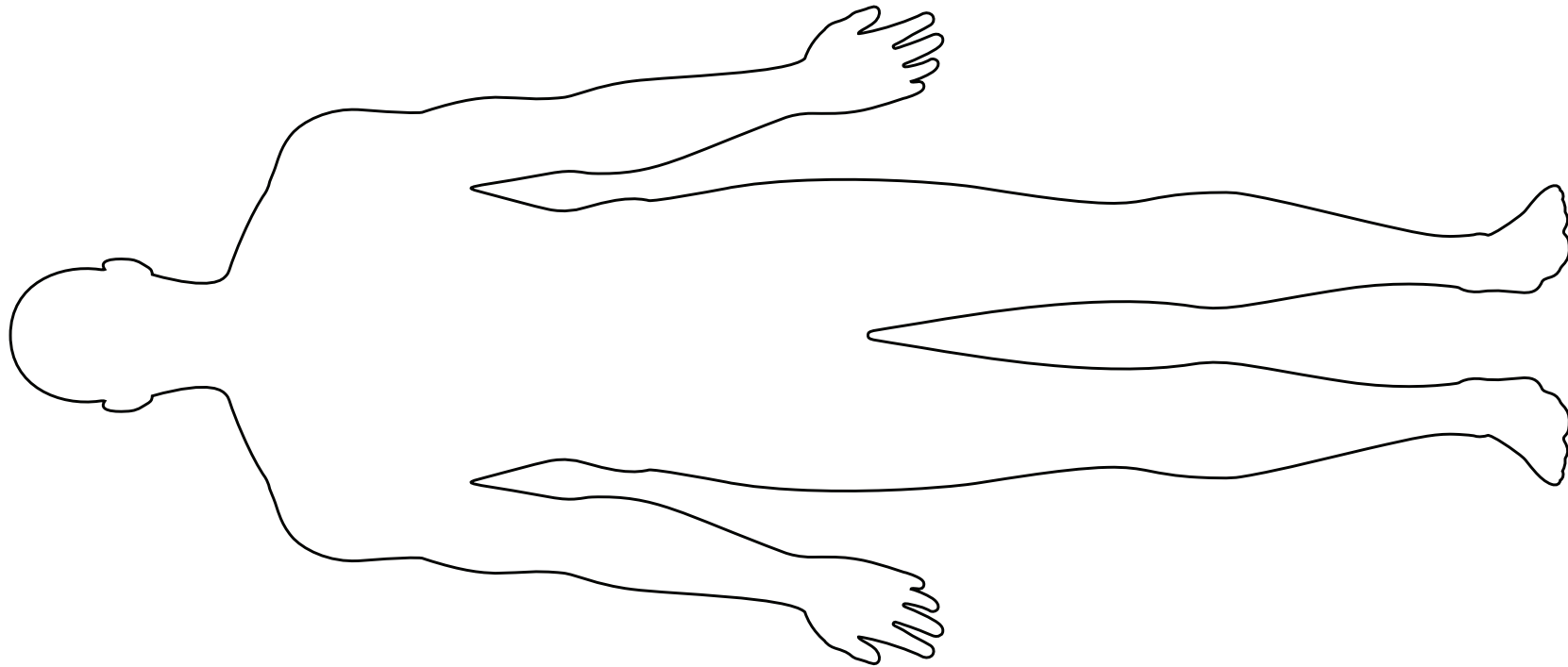
Can you name each part?

What does each part do?

YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

01 – DIGESTIVE SYSTEM



YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

02 – EXAMINING TEETH

Food travels through your body.

What is the same about them?

What is different?

**Can you name any different
types of teeth?**

Why are teeth shaped differently?

YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

03 – CARING FOR TEETH

How should we take care of our teeth?

Can you sort the food and drinks into those that are bad for our teeth, good for our teeth and neither good nor bad?

How do food and drink damage teeth?

YEAR 4
ANIMALS, INCLUDING HUMANS – TEETH AND EATING:
03 – CARING FOR TEETH



SWEETS



BROCCOLI



CARROTS



CABBAGE



BISCUITS



CELERY



CHOCOLATE



TOFFEE



MILK



CHEESE



SALMON



FIZZY DRINKS

YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

04 – ANIMAL DIET

Examine the animal cards.

**Can you sort the animals into carnivores,
herbivores and omnivores?**

What does each word mean?

**Can you think of another
animal for each group?**

YEAR 4
ANIMALS, INCLUDING HUMANS – TEETH AND EATING:
04 & 6 – ANIMAL DIET



YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

05 – CREATING FOOD CHAINS

Examine the cards.

**Can you make a simple food chain
using all or some of the cards?**

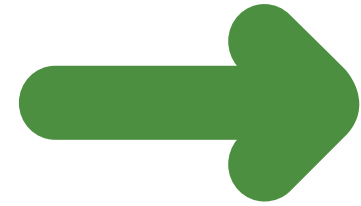
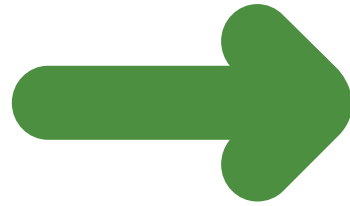
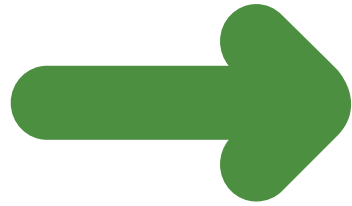
What do the arrows mean?

How is the Sun involved in all food chains?

YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

05 – CREATING FOOD CHAINS



FROG



SNAIL



GRASS



DANDELION



RABBIT



BUZZARD

YEAR 4

ANIMALS, INCLUDING HUMANS – TEETH AND EATING:

06 – USING FOOD CHAIN VOCABULARY

Examine the cards.

**Can you sort the animals into
predators, prey and both?**

What do the words 'predator' and 'prey' mean?

**Can you think of another
animal for each group?**

YEAR 4
ANIMALS, INCLUDING HUMANS – TEETH AND EATING:
04 & 6 – ANIMAL DIET



Sprinkle some rice on the drum.

Tap the drum gently with the drum stick.

What happens to the rice?

**Can you change how high
the rice jumps? How?**

**What does this tell you about
how sounds are created?**

Hold the balloon up to your partner's ear.

Put your lips gently up against the other side of the balloon and talk quietly to your partner.

What does he/she feel? Where does he/she feel it?

What happens if you speak loudly/quietly?

What is causing this?

Work with a partner. Close your eyes.
Your partner should say your name quietly
while standing in different places.

Can you tell where your partner is standing?

How does the sound change as she/he moves?

What else might affect how a sound is heard?

Stretch the elastic bands over the tub.

What happens when you pluck them?

Do they all make the same sound?

**How could you change the
sound they make?**

Gently tap the bottles.

**Can you put them in order
of highest to lowest sound?**

Why are the sounds different?

How is the sound being made?

Hold the metal rack by the string, looping the ends around each index finger. Ask your partner to hit the rack gently with the metal spoon.

**What happens? What can you feel?
What can you hear?**

Can you change the sound?

Stick your fingers in your ears and lean forward so the rack does not touch you.
Ask your partner to hit the rack gently again.

**What can you feel and hear now?
Why is there a difference?**

Use the equipment to make a simple circuit with a bulb that lights.

Can you name each component of the circuit?

What does each component do?

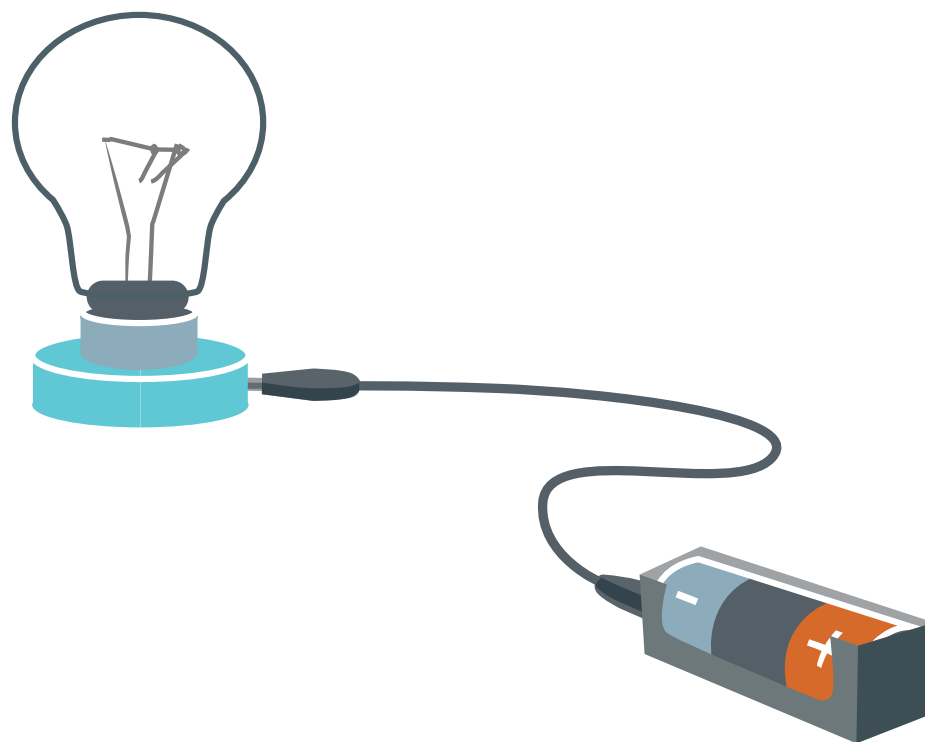
Look at the pictures of circuits.

In which circuits would the bulb be lit?

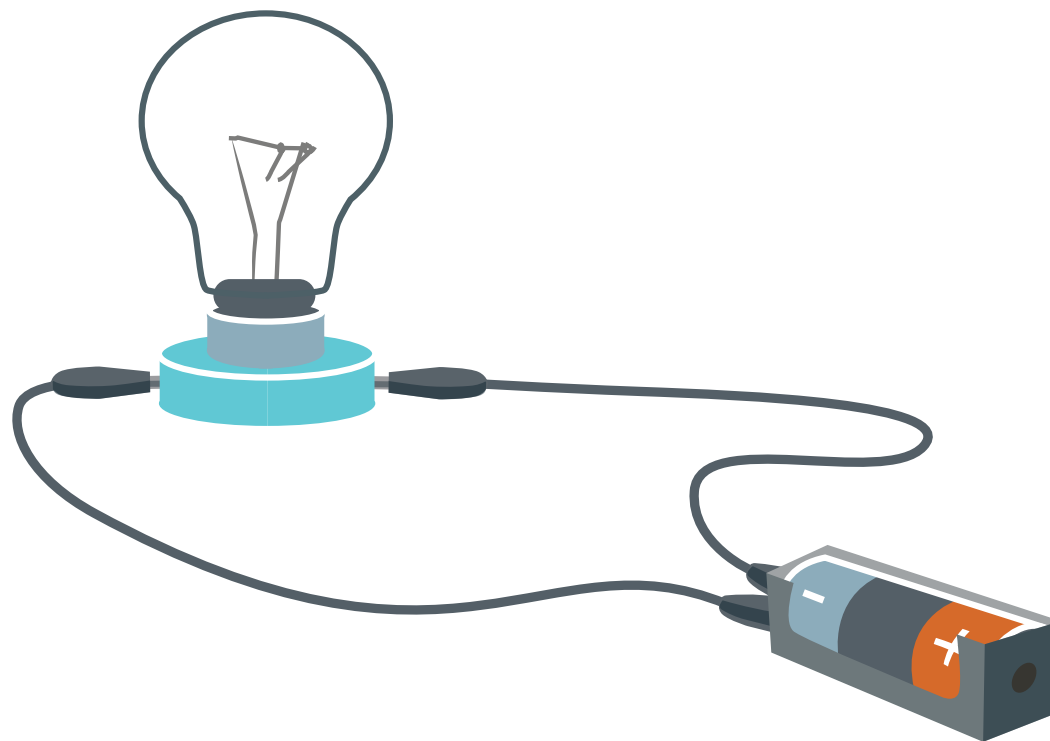
Why?

Why will the others not work?

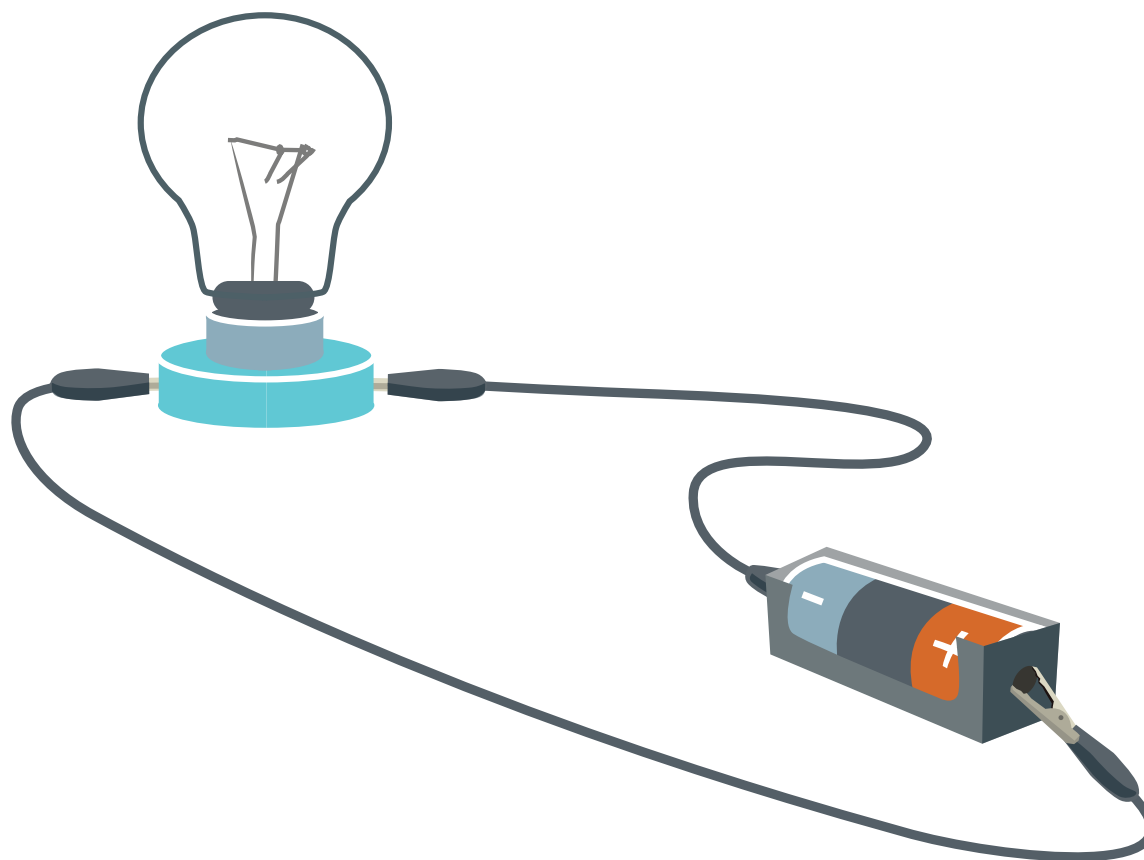
YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
02 – LIGHTING A BULB



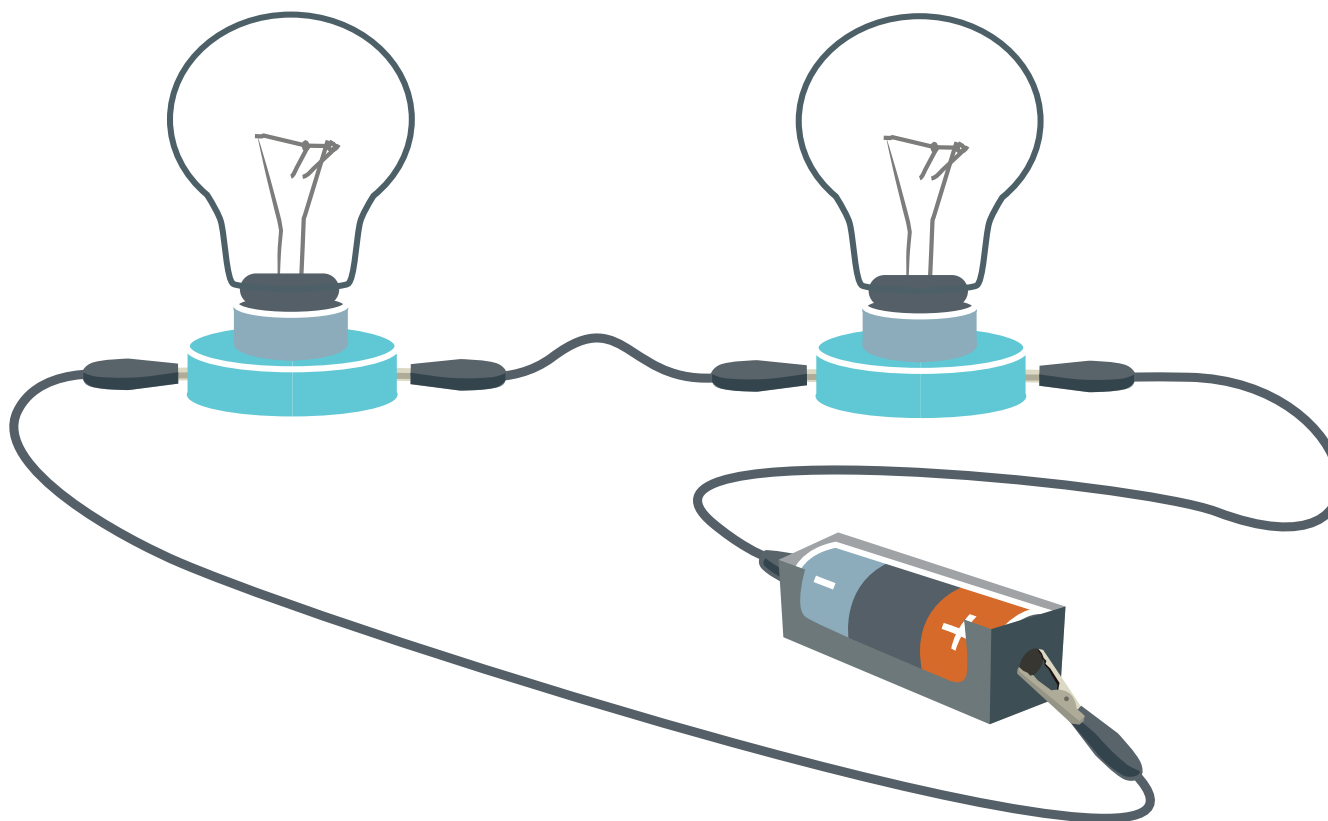
YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
02 – LIGHTING A BULB



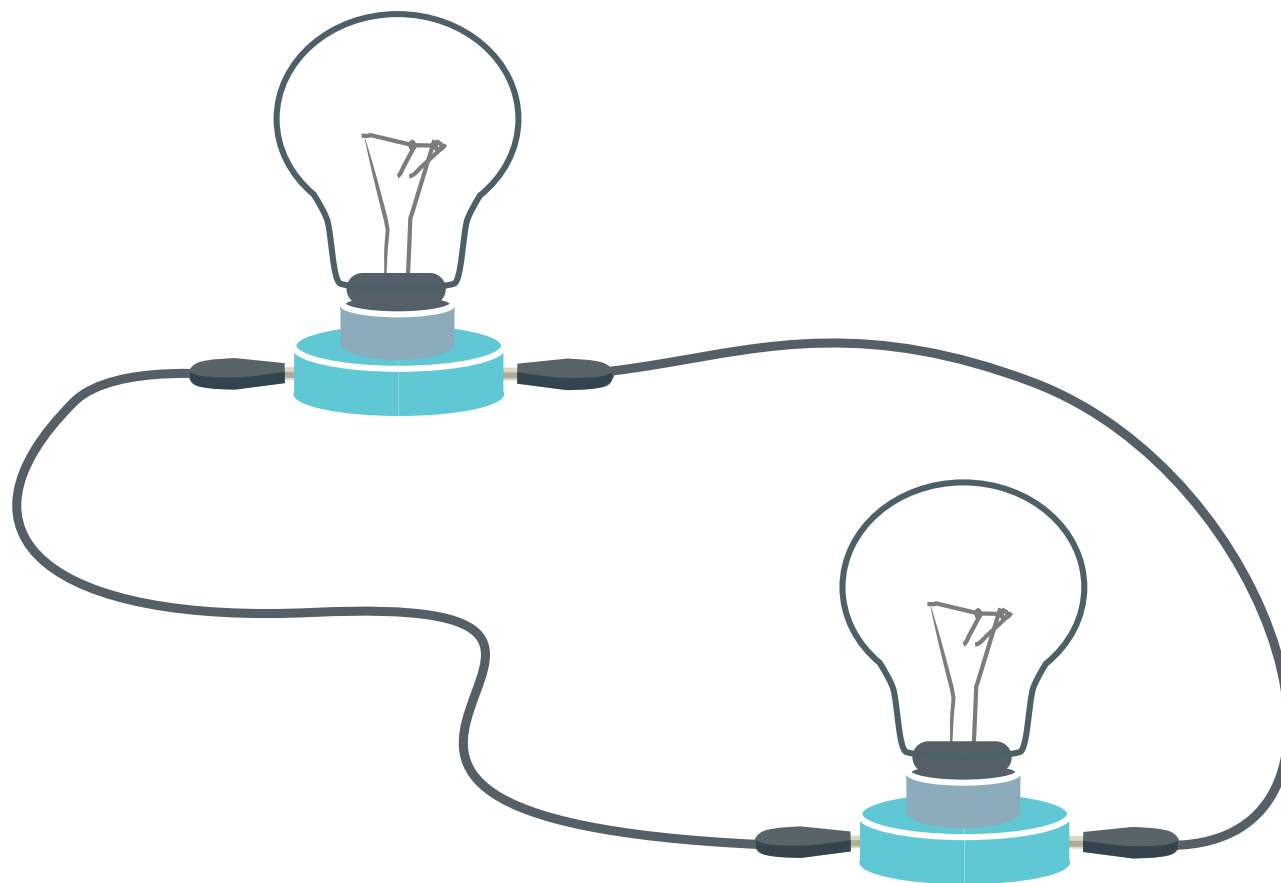
YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
02 – LIGHTING A BULB



YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
02 – LIGHTING A BULB



YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
02 – LIGHTING A BULB



Look at the circuit component.

What is this component called?

What does it do?

**Where can you find these
around your home?**

Look at the materials.

Can you name them?

Which ones will conduct electricity?

**What do we call materials that
do not conduct electricity?**

Look at the appliances.

Can you name them?

Can you sort them into two groups – those powered by electricity and those not?

**Could we survive without electricity?
Why/why not?**

YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
05 – MAINS AND BATTERIES



Look at this picture carefully.

**What electrical hazards can
you spot in this picture?**

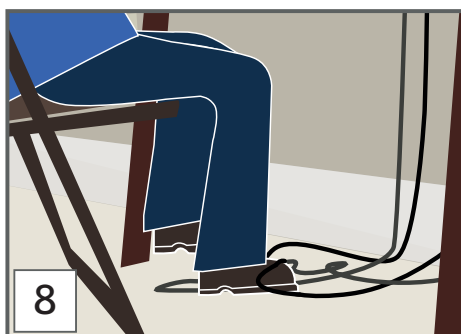
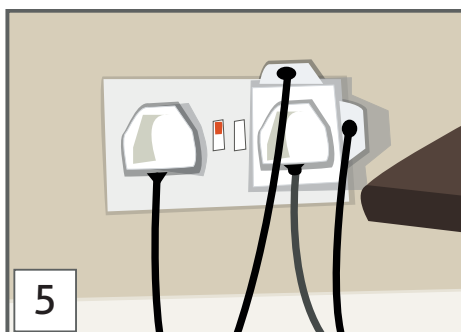
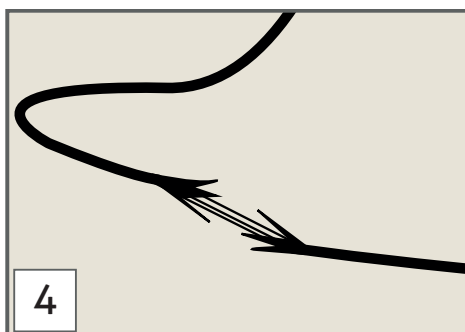
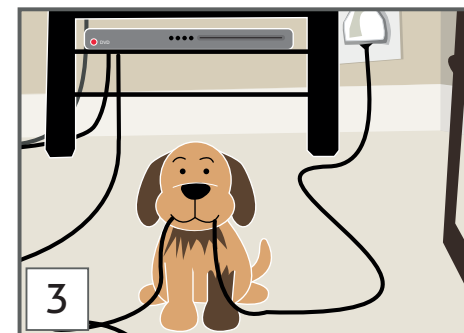
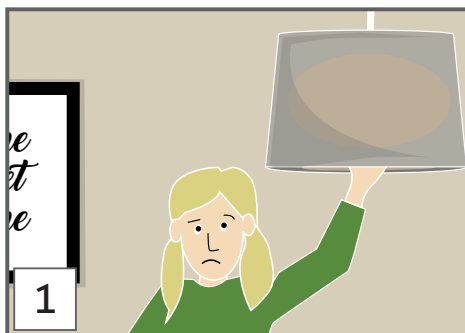
Why are they hazardous?

**Can you write three rules for
using mains electricity safely?**

YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
06 – HAZARDS



YEAR 4
ELECTRICITY – CIRCUITS AND CONDUCTORS:
06 – ANSWERS TO HAZARDS



Investigate the materials.

Sort them into solids, liquids and gases.

**Can you name one more item
that would fit into each category?**

Describe the properties for each category.

Observe the ice and water carefully.

Describe each one.

**How are they different?
How are they the same?**

**What would happen to each of them
if they were left overnight?**

Breathe onto the glass / mirror.

Describe what you see.

Where has this come from? Why?

**Where might you see this in your home?
What is this called?**

Make wet handprints on black sugar paper
and watch them for a few minutes.

Describe what happens.

Where has the water gone?

Why?

Feel the towel.

What can you feel?

Where would you put it to dry?

Why would it dry there?

Look at the diagram.

**What different forms of water
can you see in the picture?**

What are clouds?

**How are they formed?
Why does it rain?**

YEAR 4
STATES OF MATTER:
06 – WATER CYCLE

