

Science

Year 4 – Spring 2 – Animals inc Humans (Teeth and Digestion)

National Curriculum / End Point Statement				
<p>Animals inc Humans</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 <p>Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 				
Week 1	Week 2	Week 3 (set up TAPS this week)	Week 4 (TAPS)	Week 5
Recap previous knowledge – Diet – year 3. WALT identify the parts of the digestive system	WALT describe the simple functions of the digestive system	WALT identify different types of human teeth	WALT use results to draw simple conclusions	WALT describe the function of human teeth
In Focus - https://explorify.uk/en/activities/odd-one-out/it-takes-more-than-guts	In Focus - https://explorify.uk/en/activities/the-big-question/how-long-is-the-gut	In Focus - https://explorify.uk/en/activities/odd-one-out/smile-please	In Focus - https://explorify.uk/en/activities/zoom-in-zoom-out/pearly-tips	In Focus - https://explorify.uk/en/activities/the-big-question/why-do-we-have-different-teeth
Success Criteria				
I know what digestion is I can name the basic parts of the digestive system	I can explain the basic function of the mouth. I can describe the basic function of the oesophagus.	I can name the different types of teeth [canine, incisor, molar] I can describe what different types of teeth look like	I can use results to draw conclusions I can offer suggestions for the outcomes of an experiment. I know how we can look after our teeth	I can name different types of teeth I can describe the function of each type of tooth I know why it is important to look after our teeth.

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	<p>I can describe the basic function of the stomach.</p> <p>I know what the function of the small and large intestine is.</p>			
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Suggested Outcome

<p>Children could label/create a model of the digestive system. They can point to the basic parts and name them. [mouth, teeth, saliva, oesophagus, small intestine, large intestine, rectum, anus]</p>	<p>Children can describe the basic functions of the parts of the digestive system [mouth, teeth, saliva, oesophagus, small intestine, large intestine, rectum, anus]</p>	<p>Children could identify different types of teeth from images and discuss similarities and differences between shape, size etc. They can draw and label and image of each type of tooth.</p>	<p>Can order liquids according to damage done to eggs and suggest reasons why. Able to raise further questions, e.g. I thought sports drink/orange juice was a ‘healthy’ drink but it was not, I wonder whether these drinks contain a lot of sugar?</p>	<p>Children can compare and describe the function of human teeth.</p>
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Vocabulary	NC links
<p>teeth, care, healthy, brushing, <i>decay</i>, sugar, <i>canine, incisor, molar</i>, vitamins, calcium, carbohydrates, fats, dairy, herbivore, carnivore, omnivore [<i>mouth, teeth, saliva, oesophagus, small intestine, large intestine, rectum, anus</i>]</p>	<p>DT PSHE Yr 3 Science – Healthy eating</p>

Key Learning

Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added. The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet. Humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing).

Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> • Can sequence the main parts of the digestive system • Can draw the main parts of the digestive system onto a human outline • Can describe what happens in each part of the digestive system • Can point to the three different types of teeth in their mouth and talk about their shape and what they are used for • Research the function of the parts of the digestive system. • Create a model of the digestive system using household objects. • Explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding (chewing). • Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls. 	<p>Some children may think:</p> <ul style="list-style-type: none"> • your stomach is where your belly button is • food is digested only in the stomach • when you have a meal, your food goes down one tube and your drink down another • the food you eat becomes “poo” and the drink becomes “wee”

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Notable Scientists
Ivan Pavlov (digestion) Washington & Lucius Sheffield - toothpaste
CPD opportunity
https://www.reachoutcpd.com/courses/upper-primary/food-and-feeding/
Useful Links
<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/z27kng8 • https://app.discoveryeducation.co.uk/learn/channels/channel/a175182a-f29d4bcb-92aa-80f24b6e460f • https://app.discoveryeducation.co.uk/learn/channels/channel/1a63f75b-d5ff-4e70-8cf7-fec8ede15b70

Animals, including humans

Early learning goal	<ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)
Year 3	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	<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.