








Year group 4 - Animals Including humans

The learning objectives to be covered:

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.

Common misconceptions:

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".

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Science Knowledge LO:	To know the functions of the four types of teeth	To understand how to choose a scientific enquiry to answer a specific question	To understand the different parts of the digestive system and their function	To understand the different parts of the digestive system and their function	To understand and compare the diets of different animals	
Scientific Enquiry LO	To identify the functions of the four types of teeth.  	To ask scientific questions and choose a scientific enquiry to answer them  	To research the organs involved in the digestive system and know its function in the process of digestion 	To research and share my findings about the digestive system 	To research and compare the diets of different animals 	

Vocab to be covered	teeth, incisor, canine, molar, premolar s, carnivore, herbivore, omnivore	Tooth decay, teeth, incisor, canine, molar, premolars	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus	Herbivore, carnivore, omnivore, digestion, diet, faeces	
Assessment	<p>WTS: With support, children can name and explain the different types of teeth and their function.</p> <p>EXS: Children can name and explain the different types of teeth and their function.</p> <p>GDS: Children can name and explain the different types of teeth and their function. They can link this to the diets of other animals.</p>	<p>WTS: With support, children can discuss tooth decay and the reasons for it.</p> <p>EXS: Children can discuss tooth decay and the reasons for it.</p> <p>GDS: Children can discuss tooth decay and the reasons for it. They can link this to their understanding of food and certain teeth will help with certain food.</p>	<p>WTS: With support, children can name the organs involved in the digestive system.</p> <p>EXS: Children can name the organs involved in the digestive system.</p> <p>GDS: Children can name the organs involved in the digestive system, explain in detail how all these parts link together to make the full system and accurately present this to others.</p>	<p>WTS: With support, children can name the organs involved in the digestive system.</p> <p>EXS: Children can name the organs involved in the digestive system.</p> <p>GDS: Children can name the organs involved in the digestive system, explain in detail how all these parts link together to make the full system and accurately present this to others.</p>	<p>WTS: With support, children identify features of both human and animal digestive systems.</p> <p>EXS: Children identify features of both human and animal digestive systems.</p> <p>GDS: Children identify features of both human and animal digestive systems. Children can compare these different systems in detail and make direct comparisons.</p>	

Activities	<p>Big Question: What are the functions of the different types of teeth?</p> <p>In pairs, ask the children to use their mirrors to look closely at their teeth. Ask them to count how many they have and compare with their partner. Ask them to feel their teeth with their tongue. Do they all feel the same? Can you name any types of teeth?</p> <p>Give each child an apple, or piece of apple and ask them to bite into it. What do they notice about the pattern left behind? Can they identify which types of teeth they have used to bite the apple? As they eat ask them to consider the different teeth they use in their mouth when chewing. Ask the children why they think we have different types of teeth?</p> <p>Using secondary sources ask the children to research the different functions</p>	<p>Show the children a picture of a decaying tooth ask:</p> <p>What is tooth decay? What causes tooth decay? How do you know? I don't need to worry about taking care of my baby teeth as I get new ones anyway! True or false? False!</p> <p>Scientific enquiry: Why do scientists ask questions? Why do they carry out enquiries and tests?</p> <p>Provide the children with a range of questions and ask them to categorise the questions based on whether they are scientific questions that can be tested or whether they are non-scientific questions.</p> <p>Ask the children to think of a scientific question they could ask about tooth decay. Remind them we need to be able to test them so...</p> <p>Share our enquiry question: Which drink causes the most tooth decay?</p>	<p>Big Question: where does our food go?</p> <p>The organs that take in food and liquids and break them down into substances that the body can use for energy, growth, and tissue repair.</p> <p>Waste products the body cannot use leave the body through bowel movements. https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z9wk7p3</p> <p>Digestive System Practical Demonstration. See resources. Take photographs for children's books. Ensure the children know what digestion is, why our bodies need nutrients, and what happens during digestion</p>	<p>Review work on digestive system- can children recall the main parts and their functions? – provide the children with picture cards and functions to match together.</p> <p>Finally ask them to order the cards in the order the digestive system starts and ends. Take feedback and address misconceptions.</p> <p>Task: using the photographs from the practical demonstration ask children to create an explanation text for younger children to explain what happens when we eat food.</p> <p>Possible ideas: information poster, a report, zig zag information book, diary entry from food point of view.</p>	<p>Big Question: Do you think human and animal digestive systems are the same? Why?</p> <p>Animals have slight adaptations to parts of their digestive system depending on their diet.</p> <p>Explain that they will be researching the diets of different animals using the National Geographic website and completing fact files about their diets. See resources for layout. What does their research tell them about animal digestive systems?</p>	
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	<p>of teeth and then complete the labelling and matching activity.</p> <p>https://www.youtube.com/watch?v=th2ROcyH8Xw</p>	<p>Investigation; What will you change? What will you measure? What will you keep the same?</p> <p>Children make observations across a number of days before writing their findings.</p> <p>Children record the changes over time to the eggs in different liquids – milk, water, coke, orange juice.</p>				
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