Key Vocabulary and Definitions:

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| Nutrition | The taking in and use of food and other nourishing material by the body. |
| Diet | The kinds of food that a person, animal, or community [habitually](https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB1021GB1023&sxsrf=AB5stBgi8r-ghbZ68UwDnDBfchYPGjtkCg:1688570400417&q=habitually&si=ACFMAn9-5A9OMKPWcg180I9o9MndQlTD4sFoqSGvPR69t96xDhUAy7T-q01xn0fiIgQz8aaF7W_zEBF1qHJqupET61Y3HWyatQ%3D%3D&expnd=1) eats |
| Skeleton | An internal or external framework of bone, [cartilage](https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB1021GB1023&sxsrf=AB5stBhHxIsLCPGEZMbHBKECdUsYvU_X_w:1688570436233&q=cartilage&si=ACFMAn8hzZSJQsgXIYlkGc-z1vmpy0Ep7YnR8s5BmfQ-bHdYt4K4zioeagkMxHEvbvzJliqdrrYL7tWLce7XZr5R10Pxa8cTQA%3D%3D&expnd=1), or other rigid material supporting or containing the body of an animal or plant. |
| Large intestine | Part of the intestine where water is absorbed from remaining waste food. Stools are formed in the large intestine  |
| Oesophagus | A muscular tube which moves food from the mouth to the stomach. |
| Muscles | A soft tissue found in both animals and humans. |
| Stomach | The internal organ in which the major part of the digestion of food occurs. |
| Support |  Bear all or part of the weight of; hold up. |
| Digestive system | 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. |
| Skull | A bone framework [enclosing](https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB1021GB1023&sxsrf=AB5stBhr8VQVZ7-daWABV04gYHSBog-0eA:1688570843925&q=enclosing&si=ACFMAn8hzZSJQsgXIYlkGc-z1vmps6WFFPjqgbOuStuegp8wWgzXp-XUjhrvwWCEZQDG5jkBUKvRgNAJEcETW68N9Edyl-q60Q%3D%3D&expnd=1) the brain of a [vertebrate](https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB1021GB1023&sxsrf=AB5stBhr8VQVZ7-daWABV04gYHSBog-0eA:1688570843925&q=vertebrate&si=ACFMAn9-5A9OMKPWcg180I9o9MndFRaBL-76qhvUFi2LgeTthfVuv0KT5iaxJcSUIejCqfKW9BolZc13PHuQW3swsxU2ecjS2Q%3D%3D&expnd=1); the [skeleton](https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB1021GB1023&sxsrf=AB5stBhr8VQVZ7-daWABV04gYHSBog-0eA:1688570843925&q=skeleton&si=ACFMAn-fuhiZynqzEWN5DhRvBVht0f8w2w8tKHRCYyi8ESiKEzAlk8f7wQUtX25X2kRvvQci7qifl7F0uzDosdNmxoGfvJd1kw%3D%3D&expnd=1) of a person's or animal's head. |
| Small Intestine | Part of the intestine where nutrients are absorbed into the body. |
| Stomach | An organ in the digestive system where food is broken down with stomach acid and by being churned around |

**What should I already know?**

Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)

• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)

• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)

• 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. (Y3 - Animals, including humans)

Science knowledge:

* 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

Teaching Sequence

1. To sequence the main parts of the digestive system
2. To draw the main parts of the digestive system onto a human outline
3. To describe what happens in each part of the digestive system
4. To point to the three different types of teeth in their mouth and talk about their shape and what they are used for
5. To explain to others what they know about human teeth and the digestive system.
6. To name producers, predators and prey within a habitat



Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

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| Term 1 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 |   Starter ODD ONE OUTHow are these linked to digestion?<https://explorify.uk/en/activities/odd-one-out/how-are-these-linked-to-digestion>  | To sequence the main parts of the digestive system | To observe |
| Lesson 2 |  Starter **ODD ONE OUT Our digestive organs**<https://explorify.uk/en/activities/odd-one-out/our-digestive-organs>  | To draw the main parts of the digestive system onto a human outline | To RecordTo evaluate |
| Lesson 3 |  Starter WHAT IF...<https://explorify.uk/en/activities/what-if/we-had-four-stomach-parts-like-a-cow>  | To describe what happens in each part of the digestive system | To Record |
| Lesson 4 | Starter ODD ONE OUTBite, rip, mash<https://explorify.uk/en/activities/odd-one-out/bite-rip-mash>  | To point to the three different types of teeth in their mouth and talk about their shape and what they are used for | To Observe To Record |
| Lesson 5 | Starter **ODD ONE OUT Healthy drinks?**<https://explorify.uk/en/activities/odd-one-out/healthy-drinks>  | To explain to others what they know about human teeth and the digestive system.( TAPS) | Ask Q’s and Plan Enquiry |
| Lesson 6 | Starter ODD ONE OUTHunter and hunted?<https://explorify.uk/en/activities/odd-one-out/hunter-and-hunted>  | To name producers, predators and prey within a habitat | To Observe To interpret and report |