Th

Questions

What types of teeth do humans have?

How does our mouth and teeth help with digestion?

Can teeth tell us what animals eat?

What are the parts of the digestive system?

How does the digestive system work?

What are food chains?

How do I construct a food chain?

How are teeth, digestion and food chains connected?

**Big Ideas/Substantive Concepts**

Teeth and eating

The digestive system

Food chains

Pupils should be taught to:

• identify the different types of teeth in humans and their simple functions

• describe the simple functions of the basic parts of the digestive system in humans

• construct and interpret a variety of food chains, identifying producers, predators and prey

**Key Vocabulary**

|  |  |
| --- | --- |
| **Tier 2** | **Tier 3** |
| permanent | evaporate |
| particle | condense |
| solid | melt |
| liquid | matter |
| gas | state |
| vapour | volume |
|  |  |
|  |  |
|  |  |
|  |  |

Year 4: Animals, including humans

**Resources:** [CUSP curriculum](https://www.unity-curriculum.co.uk/history/history-ks2/) and [Curriculum vision](https://www.curriculumvisions.com/indexHistory.html) resources for online non-fiction texts

Making connections to prior learning

|  |
| --- |
| **Year 1:** Animas including humans: animals, senses, body parts**Year 2:** Animals, including humans: offspring, basic needs, exercise**Year 3:** Animals, including humans: nutrition, skeleton |

Working Scientifically

|  |  |  |  |
| --- | --- | --- | --- |
| Ask relevant questions | Set up simple, practical enquiries and comparative fair tests | Make accurate measurements using standard units, using a range of equipment, eg. thermometers & data loggers | Gather, record, classify and present data in a variety of ways to help in answering questions. |
| Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests | Identify differences, similarities or changes related to simple, scientific ideas and processes |

**Outdoor Learning Opportunities**

Alfresco Learning: Year 4: “Animals, including humans”

Link to Fairhaven visit (living things and their habitats)