Science

Animals, including humans Year 4 (digestion system/teeth)

Remember when
Named parts of the human body and what they do. (Y1)
Animals need water, air and food to survive. (Y2)
Animals get nutrition from what they eat. (Y2/Y3)
Humans and some animals have skeletons and muscles for support, protection and movement. (Y3)
Grouped animals by type: carnivores, omnivores and herbivores. (Y1/Y2)
Excretion is one of the seven living processes. (Y3)

Sticky knowledge

- Humans have 5 types of teeth: incisors, canines, premolars, molars and wisdom teeth.
- Canines are for ripping and tearing, incisors and for biting and molars are for griding and chewing.
- Sugary drinks and food can damage our teeth
- Food enters the body through the mouth and leaves through the anus.
- The digestive system breaks down the food to give our bodies what they need to move and grow.

Key vocabulary
biting
canine
chewing
digestive system
excretion
faeces
grinding
incisors
ingest/ ingestion/ ingested
intestines
digestion
rectum
nutrients
organ
oseophagus
anus
plaque
premolars
saliva
stomach
teeth
tooth decay
molar
mouth
muscles

National Curriculum:
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”**.**

	LO	Lesson outline
Lesson 1 **LO:** To identify the different types of teeth. **Enquiry Type** Observation	**Sticky Knowledge:** Humans have 5 types of teeth: incisors, canines, premolars, molars and wisdom teeth **Skill**: Making systematic and careful observations	use mirrors to look at their own teeth, make a set of teeth from plasticine to identify the different shapes and learn and be confident on the different names. Name the different types of teeth. All to label teeth on diagram. Key facts about my teeth. How many molars? How many altogether? Pictures of teeth to find according to description. https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zsp76yc Research facts about teeth as an extension such as how many we have when we are a child and an adult, when we start getting milk teeth, which order they fall out in etc children could also pose questions they would like to find out about This tooth is found at the back of the mouth because _____
Lesson 2 **LO:** To know the different functions of teeth in humans. **Enquiry Type** Research	**Sticky Knowledge:** Canines are for ripping and tearing, incisors and for biting and molars are for griding and chewing. **Skill** : Record findings using simple scientific language	https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/z2rxb82 Recap on previous learning and children identify they have 2 sets of teeth and different teeth types including their functions. Children bite into pieces of apple and other food that is hard or soft to embed teeth roles/ functioning. Complete table for each role. GD- Explain how the roles are involved in mastication/chewing, the tooth structure parts and functioning. LA/EXS, use key words to describe properties (group activity)

Lesson 3 **LO:** To understand the importance of keeping teeth healthy **Enquiry Type** Comparative test	**Sticky Knowledge:** Sugary drinks and food can damage our teeth **Skill:** Set up simple practical enquiries, comparative and fair tests	How liquids affect our teeth. STEM science clip BBC Bitesize clip Practical investigation.- whole class over the week. Boiled eggs to represent teeth enamel. Soak in milk, coffee, fresh orange, pepsi, prime/energy drinks, water and cordial. What do you think will happen? Which will damage your health the most? Why? Record findings each day. Conclusion with reasons. Were they surprised by the results? What will they do differently after the findings? Mixed ability groupings
Lesson 4 **LO:** To know the parts of the digestive system in humans **Enquiry Type** Research	**Sticky Knowledge:** Food enters the body through the mouth and leaves through the anus. **Skill** : Record findings using drawings and labelled diagrams	https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zby2xyc Piece digestive system organs together activity (on flip chart paper- outline of body provided – draw around a child). Use apron digestive system resources. Each group to place organs on a child wearing the apron. Label diagram all parts of digestive system LA- draw round a child. Place the digestive system in where they think. Check when complete. Adult support – Twitter to record. ARE/GD – outline of a body. Draw and label the parts of the digestive system.
Lesson 5 **LO:** To know the functions of the digestive system in humans. **Enquiry Type** Research	**Sticky Knowledge:** The digestive system breaks down the food to give our bodies what they need to move and grow. **Skill** Record findings using drawings and labelled diagrams	Recap on the parts of the digestive system. https://www.youtube.com/watch?v=VwrsL-lCZYo Discuss what each part does. Refer to the video watched. LA- Use sentence template. Match the definitions given. ARE- Complete the sentences with the functions. Key vocabulary given. The stomach _____. GD- Explain digestive system and functions. Key vocabulary given
Lesson 6 **LO:** To know the parts of the digestive system and the function of the different parts. **Enquiry Type** N/A	**Sticky Knowledge:** Food enters the body through the mouth and leaves through the anus. The digestive system breaks down the food to give our bodies what they need to move and grow. **Skill** Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions Record findings using simple scientific language	https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zv8m7yc Recap on names of digestive system and uses. Length of time for digestive system to work Making poo – investigation STEM- 'Digestive system experiment' Follow set instructions modelling how digestive system works. Mixed ability grouping Record on Twitter
	End of unit assessment	

Working towards	Working at Age related expectations	Working at a greater depth