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| **Topic** | **Food and Farming** | | | | | |
| **Science Unit** | Animals including humans | | | | | |
| **Curriculum Objectives** | Content:   * 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.   Working scientifically:   * Begin to make decisions of when to set up a simple comparative test or fair tests. Begin to decide what to change and measure/observe. (L4) * Make more decisions about what observations to make, how long to make them for. (L4) * Identify the main parts of a method and the order of steps and begin to explain their decisions. (L4) * With scaffolds, record the main parts of how to set up and complete an investigation (question, prediction, equipment, method). (L4) * Make a prediction based on knowledge acquired from previous science learning and observations. (L4) * Record findings using simple drawings, labelled diagrams. (L5) * Use results to consider whether their prediction was correct. (L5) * Make some decisions about which type of enquiry will be the best way of answering questions including: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. | | | | | |
| **Lesson Objectives** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To learn the parts in the digestive system. | To learn the functions of each part in the digestive system. | To learn about the types of teeth. | To learn to plan an investigation. | To learn to investigate tooth decay.  To learn to present findings. | To learn to construct and interpret food chains. |
| **Key Vocabulary** | **digestive system** | **digestion** | **saliva** | **oesophagus** | **stomach** | **acid** |
| **enzymes** | **small and large intestine** | **rectum** | **anus** | **incisors – cut, slice** | **canine – rip/tear** |
| **molar – chew/grind** | **premolars** | **producer** | **predator** | **prey** | **food chain** |
| **energy** | **sun** |  |  |  |  |
| **Possible lesson ideas** | * Lesson 1 -2: Digestive system apron <https://www.pinterest.co.uk/pin/42854633929435009/>   Digestive system model <https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment>  Other model of digestive system <http://www.homeschoolroom.com/digestive-system-demonstration/>  Digestive system video <http://kidshealth.org/en/kids/dsmovie.html>   * Lesson 3-5: Teeth video <https://kidshealth.org/en/kids/teeth-movie.html> Investigation ideas: Which drink causes the egg/(teeth) to change colour the most? Which drink will cause the most damage to the egg? What liquid causes your teeth to crack/stain the most. Teeth activities <https://teachingmama.org/15-activities-about-teeth/> * Starter Explorify activities <https://explorify.wellcome.ac.uk/en/activities/the-big-question/why-do-we-have-different-teeth>   <https://explorify.wellcome.ac.uk/en/activities/what-if/toothbrushes-didnt-exist>  <https://explorify.wellcome.ac.uk/en/activities/what-if/you-had-teeth-like-a-snake>   * Whole unit: <https://www.hamilton-trust.org.uk/science/year-4-science/animals-including-humans-excuse-me-are-these-your-teeth/> * <https://www.developingexperts.com/s/unit-library/units/27> | | | | | |