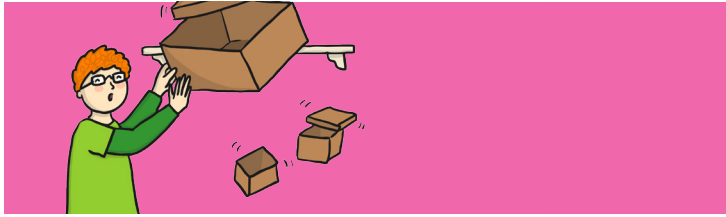


## Introduction

This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.



## Health & Safety

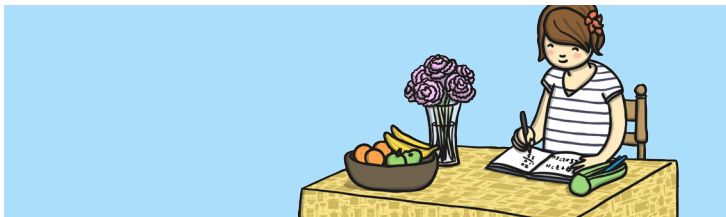
Ensure that children wash their hands before and after handling drinks and hard-boiled eggs.

Any liquid that will go off should be kept refrigerated.

Check use by dates on drinks and eggs.

Ensure that children wear gloves and/or use tongs when handling eggs.

For children who have egg allergies – use chicken bones or marble chips as substitutes for egg shells.



## Home Learning

**Activity Sheet Homemade Digestive System:** Children create their own model of a human digestive system.

**Teeth Labelling Activity Sheet:** Children label the different types of teeth as a reinforcement activity for learning in the class.



## Wider Learning

<http://www.childrensuniversity.manchester.ac.uk/interactives/science/teethandeating/> an informative site which will deepen the children's understanding of teeth.

<http://www.childrensuniversity.manchester.ac.uk/interactives/science/bodyandmedicine/digestivesystem/> is an informative website which will support the children's understanding of the human digestive system. Useful quiz to test knowledge.

Human Body app (ios) <http://tinybop.com/apps/the-human-body> allows children to manipulate the digestive system.

## Assessment Statements

By the end of this unit...

**...all children should be able to:**

- Generate questions and use scientific evidence that is given to answer questions.
- Identify similarities related to scientific ideas.
- Set up a simple enquiry with support.
- Make observations, record findings and use results to draw simple conclusions.
- Name parts of the digestive system.
- Add functions to the parts of the digestive system.
- Identify the function of teeth in humans.
- Construct a simple food chain.

**...most children will be able to:**

- Generate relevant scientific questions.
- Identify differences related to scientific ideas.
- Make predictions and suggest equipment.
- Make careful observations, record findings using labelled diagrams and use results to make predictions for new values.
- Identify parts of the digestive system.
- Match the parts of the digestive system with their functions.
- Match the types and functions of teeth.
- Construct and interpret a food chain.

**...some children will be able to:**

- Distinguish between scientific and non-scientific evidence and select the best type of enquiry to answer a question.
- Identify similarities and differences related to scientific ideas.
- Give clear instructions to perform an enquiry.
- Make systematic observations, record using scientific vocabulary and raise further questions based on their results.
- Construct the digestive system.
- Explain the functions of the digestive system.
- Identify the types and functions of teeth.
- Construct and interpret a variety of food chains.

# Lesson Breakdown

## 1. Digestive System Parts

To describe the simple functions of the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system.

- I can identify and name parts of the human digestive system.

## 2. Digestive System Functions

To describe the simple functions of the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system.

- I can explain the functions of the digestive system.

To use straightforward scientific evidence to answer questions by reading an explanation text and answering questions.

- I can use scientific evidence to answer questions.

## 3. Types and Functions of Teeth

To identify the different types of teeth in humans and their simple functions by learning about different types of teeth.

- I can identify the types and functions of teeth.

To identify differences, similarities or changes related to simple scientific ideas and processes by comparing human and animal teeth.

- I can identify similarities and differences related to scientific ideas.

## 4. Tooth Decay Enquiry Part 1

To ask relevant questions and use different types of scientific enquiries to answer them by distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry.

- I can ask scientific questions and choose a scientific enquiry to answer them.

To set up simple practical enquiries, comparative and fair tests by setting up an enquiry or test to understand what causes tooth decay.

- I can create an enquiry or test.

## 5. Tooth Decay Enquiry Part 2

To make systematic and careful observations by observing the changes that occur in their enquiry or test.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions By presenting findings, making predictions and raising questions about results.

- I can make careful observations, appropriately record my results and use them to develop further investigations.

## 6. Food Chains

To construct and interpret a variety of food chains, identifying producers, predators and prey by understanding food chains and the role of different plants and animals within them.

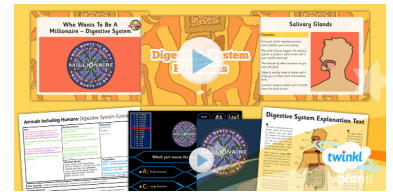
- I can construct and interpret food chains.

## Resources

- Scissors
- Glue sticks
- Model of digestive system - if available



- Scissors
- Glue sticks



- Scissors
- Glue sticks



- Strips of paper
- Sticky notes
- Felt tips or markers
- Examples of equipment such as jars, toothpaste, types of drinks to be used to support the LA group to write instructions.



- Liquids – water, milk, orange juice, apple juice, coke
- Hard-boiled eggs
- Containers
- Measuring jugs
- (Any other liquid or equipment that the children suggested on their Tooth Decay Scientific Enquiry Activity Sheets)
- Completed Tooth Decay Scientific Enquiry Activity Sheet - 1 per child

