

Component 6: To plan an assembly to demonstrate learning on teeth, the digestive system and food chains

What we will know after this sequence:

- How to 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.



Vocabulary: Teeth, molars, canine, incisors, digestion, stomach, oesophagus, large intestine, small intestine, faeces, present, display, explain, herbivore, carnivore, omnivore, predator, prey

How will this feed into my next learning:

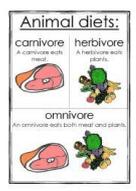
I will use my knowledge of teeth, the digestive system and food chains to look at the changes as humans develop to old age. (Year 5)

SEND: To work in mixed ability groups to recall, practise and perform learning. To use visuals, word banks and scripts to support recall and performance.

Component 4: To compare the diets of other animals

What we will know after this sequence:

- The diets of other animals and compare them to that of a human.
- To understand why scientists can use poo to tell them more about an animal.
- The different diets of carnivores, herbivores and omnivores.
- How to research information using the internet and/or information books).



Vocabulary: Herbivore, carnivore, omnivore, digestion, diet, faeces

How will this feed into my next learning:

I will use my knowledge of animals and their diets to look further at food chains and the impact changes have on a chain.

SEN: To have visuals to support understanding and sentence stems/word banks to support verbal and written recording.

Component 5: To understand food chains

What we will know after this sequence:

- Definition of predator, prey and producer.
- How to make links between plants and animals in the form of food chains.
- The impact a break in the food chain may have.
- That humans have a responsibility to care about their impact on food chains.



Vocabulary: Food chain, producer, predator, prey, consumer, herbivore, omnivore, carnivore, impact,

How will this feed into my next learning:

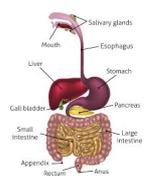
I will use my knowledge of food chains to construct and interpret a variety of food chains, identifying producers, predators and prey.

SEND: To work in mixed ability pairs to read and interpret food chains and to have practised these before the lesson. To have a simpler food chain if necessary with animals of interest too.

Component 3: To understand the different parts of the digestive system

What we will know after this sequence:

- The basic parts of the digestive system.
- What our digestive system might or might not do when we are unwell.
- The functions of each part of the digestive system.
- How to use their own bodies to represent different parts of the digestive system.



Vocabulary: Digestive system, nutrition, mouth, teeth, incisor, canine, molar, oesophagus (gullet), stomach, small intestine, large intestine

How will this feed into my next learning:

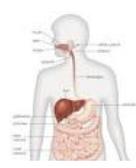
I will use my knowledge of the digestive system to look at the diets of other animals and compare them to that of a human.

SEND: To be pre taught vocabulary and have pictures to reinforce organs involved in digestive system.

Component 2: To understand the function of the digestive system

What we will know after this sequence:

- The basic parts of the digestive system.
- The simple functions of the basic parts of the digestive system.
- How to use everyday objects to demonstrate the human digestive system.



Vocabulary: Question, digestive system, nutrition, mouth, saliva, oesophagus (gullet), stomach, small intestines, large intestines, rectum, anus, faeces (poo)

How will this feed into my next learning:

I will use my knowledge of the first stage of the digestive system to explore what the small intestine does.

SEND: To have pictures to order the digestive system prior to the lesson so that they can relay the practical experiment to what is happening in their own bodies. To film experiment and talk through it, to give an alternative way of recording their ideas, if needed.

Component 1: To identify the functions of different teeth

We should know:

- 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.
- that humans and some other animals have skeletons and muscles for support, protection and movement.

What we will know after this sequence:

- how to ask relevant questions and use different types of scientific enquiries to answer them.
- why our teeth are different shapes and understand that they have different functions.
- how to identify which teeth belong to which animal.
- how to compare the teeth of a herbivore and consider why they are different.
- Where to find the incisors, molars, canines in their mouth.



Vocabulary: Teeth, incisors, molars, canines, jaw, evidence, digestion, chew, saliva,

How will this feed into my next learning:

I will use my knowledge of teeth to relay it to the first stages of the digestive system.

SEND: To have been pre taught the vocabulary from the day and identify their own different types of teeth using a mirror. To have visuals to support their understanding and sentence stems/word banks to encourage conversation and written recording, if needed.

