

***Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.***



## Forton Primary School Science

Clougha Class  
Spring 1 & 2  
Year A

**Key Concept:** Animals, including Humans

**Key Questions:** Do living things need different requirements to survive?

What do our bodies do with the food that we eat?

A consumer is the most important link in a food chain. Do you agree or disagree?

**Unit Overview:**

Healthy diets, varied diets and food chains.

The digestive system and teeth.

**N.C. LINKS:**

**Animals, including humans** Pupils should be taught 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:**

Digest, digestive system, oesophagus, stomach, small intestine, large intestine, rectum, teeth, food chain, diet, herbivore, carnivore, omnivore, producer, predator, prey.

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<p><b>. New Knowledge Progression:</b></p> <ul style="list-style-type: none"><li>• Identify 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.</li><li>• An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).</li><li>• Regular and varied exercise <i>from a variety of different activities</i> is beneficial to health (focus on <i>energy in versus energy out</i>. Include information on making informed choices).</li><li>• Recognise that living things can be grouped in a variety of ways.</li><li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li><li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li><li>• Use and make identification keys for plants and animals.</li></ul>	<p><b>Building on Prior learning KS1:</b></p> <ul style="list-style-type: none"><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• Recognise that humans are animals.</li><li>• Compare and describe differences in their own features (eye, hair, skin colour, etc.).</li><li>• Recognise that humans have many similarities.</li><li>• Notice that humans have offspring which grow into adults.</li> <li>• Find out about and describe the basic needs of humans, for survival (water, food and air).</li><li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li><li>• Medicines can be useful when we are ill.</li></ul>	<p><b>Building on Prior learning when B follow A:</b></p> <ul style="list-style-type: none"><li>• Identify 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.</li><li>• An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).</li><li>• Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).</li></ul>
<p><b>Key Skills (Disciplinary)</b></p> <ul style="list-style-type: none"><li>• Suggest their own ideas on a concept and compare these with what they observe / find out.</li><li>• Observe and record relationships between structure and function or between different parts of a processes .</li></ul>		

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- Use guides or simple keys to classify / identify [animals, flowering plants and non-flowering plants].
- Use their observations to identify and classify.
- Begin to give reasons for these similarities and differences.
- Record similarities as well as differences and / or changes related to simple scientific ideas or processes or more complex groups of objects / living things / events

*(e.g. evaporation and condensation, different food chains, different electrical circuits).*

- Ask questions such as 'What will happen if...?' or 'What if we changed...?'
- Choose / select a relevant question that can be answered [by research or experiment / test].
- Make decisions about which information to use from a wide range of sources and make decisions about how to present their research.
- Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
- Make some decisions about an idea within a group *(e.g. I think we should find out by testing...)*

#### **Sequence of Lessons:**

1. LO – To discuss how to keep teeth healthy and avoid tooth decay.
2. LO – To identify the different types of teeth in humans and their simple functions.
3. LO – To describe the functions of the basic parts of the digestive system.
4. LO – To demonstrate and explain the process of digestion.
5. LO – To construct food chains for different habitats.
6. LO – To construct and interpret a variety of food chains identifying producers, predators and prey.

#### **Enhancements:**

Life Education van  
Zoo Trip

**End of Unit Outcome: Non –chronologic report - Animals including humans.**

Children will write a non-chronological report explaining about what they have learnt from this unit (Teeth, digestive

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	system and food chains). They will include pictures and diagrams to reinforce their learning.
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