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

1. Etymology: Predator - an animal that naturally preys on others: "wolves are major predators of rodents" · "females defend the nest by actively chasing off predators"

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?

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.

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One World Many Animals
by Ben Lerwill and Alette Straathof

Unit Overview:

Healthy diets, varied diets and food chains.

The digestive system and teeth.

Vocabulary

Subject Specific:

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

Working Scientifically:

Research
Comparative and fair test
Systematic Careful observation
Thermometer Data Gather
Record Classify Labelled diagrams
Keys Bar charts Tables
Conclusion Prediction difference
Similarities
Changes evidence

. New Knowledge Progression:

- 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.

Building on Prior learning KS1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.

Building on Prior learning when B follow A:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their

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• An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). • 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). • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Use and make identification keys for plants and animals.	• Compare and describe differences in their own features (eye, hair, skin colour, etc.). • Recognise that humans have many similarities. • Notice that humans have offspring which grow into adults. • Find out about and describe the basic needs of humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Medicines can be useful when we are ill.	own food; they get nutrition from what they eat. • An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). • 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).

Key Skills (Disciplinary)

- Suggest their own ideas on a concept and compare these with what they observe / find out.
- Observe and record relationships between structure and function or between different parts of a processes .
- 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…?'.

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

Oral Assessment:
How do you keep teeth healthy and avoid tooth decay?
What are the different types of teeth in humans and their simple functions?
What are the functions of the basic parts of the digestive system?

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Can you explain the process of digestion?
Can you explain food chains for different habitats?
Can you explain a food chain identifying producers, predators and prey?