



Prior knowledge	Key knowledge	Subsequent knowledge
<ul style="list-style-type: none"> • It will be helpful if children have an understanding of the human need for nutrition. • Children will have learnt about the parts of the digestive system in Lesson 1. • It will be helpful if children have learnt the difference between carnivores, herbivores and omnivores. • It will be helpful if children have previous experience of asking simple questions and recognising that they can be answered in different ways • Children will have selected and planned their enquiry in lesson 4. • It will be helpful if children have basic knowledge of food chains 	<ol style="list-style-type: none"> 1. Describe the simple functions of the basic parts of the digestive system in humans. 2. Identify the different types of teeth in humans and their simple functions. 3. Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>

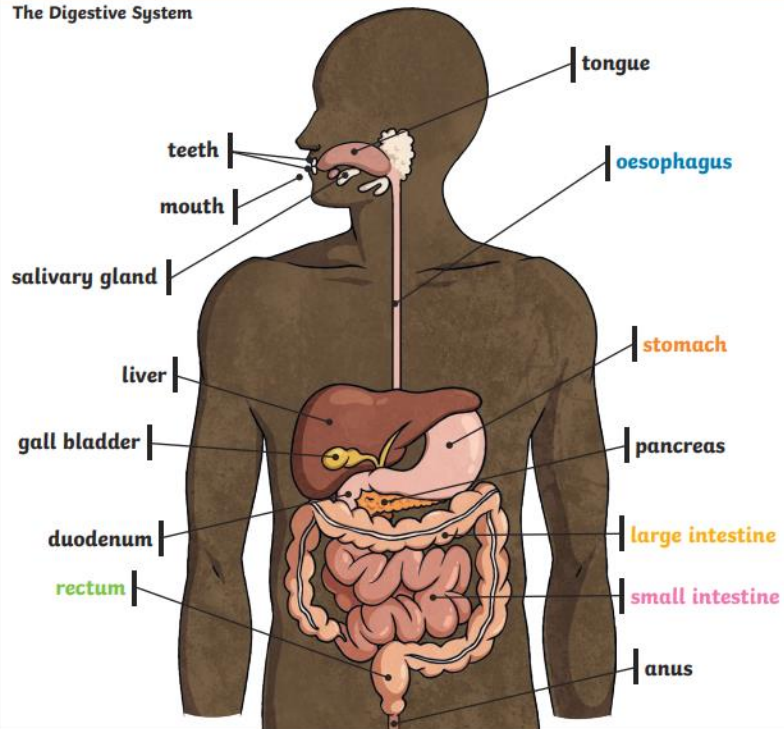
Working Scientifically Skills - Year 3 & 4

At least one LI per block should focus on a WS skill.

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Key Knowledge

The Digestive System

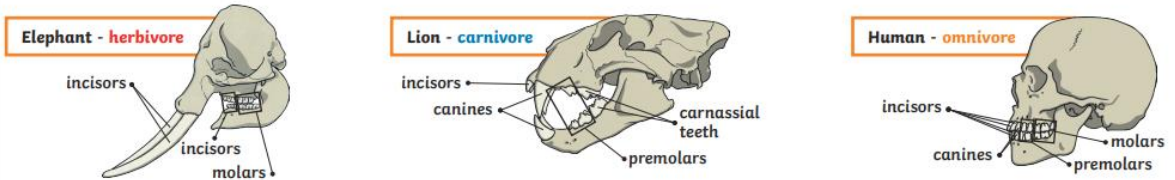


Key Vocabulary

digest	Break down food so it can be used by the body.
oesophagus	A muscular tube which moves food from the mouth to the stomach.
stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
small intestine	Part of the intestine where nutrients are absorbed into the body.
large intestine	Part of the intestine where water is absorbed from remaining waste food. Stools are formed in the large intestine.
rectum	Part of the digestive system where stools are stored before leaving the body through the anus.

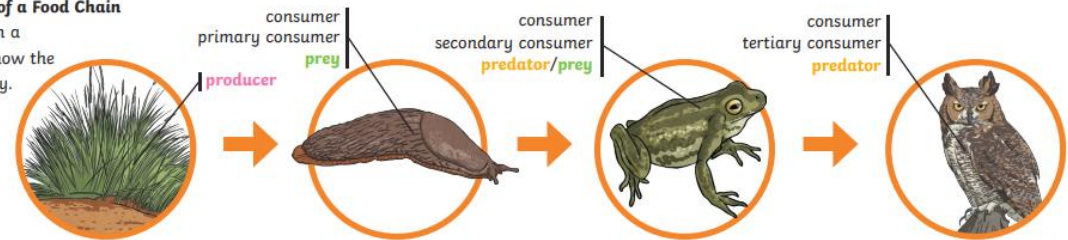
Key Knowledge

The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a **herbivore**, a **carnivore** and an **omnivore** skull:



An Example of a Food Chain

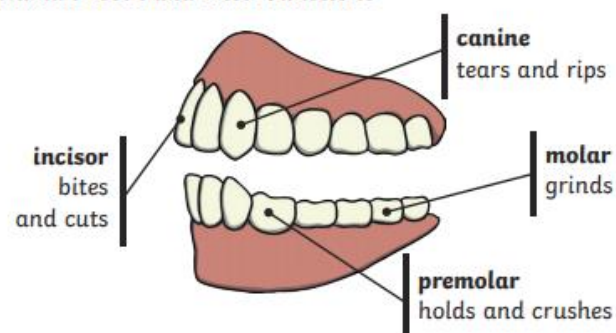
The arrows in a food chain show the flow of energy.



Key Vocabulary

herbivore	An animal that eats plants.
carnivore	An animal that feeds on other animals.
omnivore	An animal that eats plants and animals.
producer	A plant that produces its own food.
predator	An animal that hunts and eats other animals.
prey	An animal that gets hunted and eaten by another animal.

Human Teeth and Their Functions



Some people have wisdom teeth but they have no function now.

To help prevent tooth decay:

- limit sugary food and drink;
- brush teeth twice daily using a fluoride toothpaste;
- visit your dentist regularly.

