



### What should I already know?

- A variety of common animals that are carnivores, herbivores and omnivores.
- Describe the basic needs of animals, including 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.
- 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.

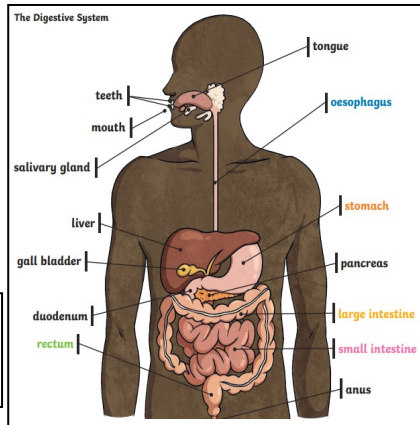
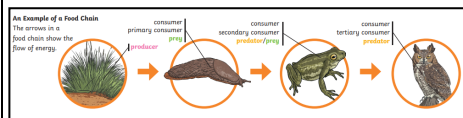
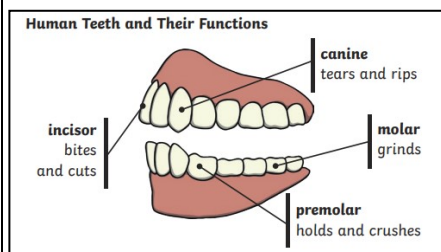
### What will I know by the end of this unit?

- I will be able to describe the simple functions of the basic parts of the digestive system in humans - mouth, tongue, teeth, oesophagus, stomach, small and large intestine.
- 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.

### Cultural Capital - (including focused text / WOW moment / visitors / trips / fieldwork)

Dentist visit - 'Asking an Expert' linked to the visit during the learning.

### Diagrams



### Vocabulary:

|                  |                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Canines          | Four teeth which are tall and pointed and are used to hold and tear food                                                                                                    |
| Carnivore        | An animal that eats meat                                                                                                                                                    |
| Consumer         | Animals that eat plants in a food chain                                                                                                                                     |
| Digestive system | Extracts the goodness from food and get rid of the leftovers                                                                                                                |
| Enamel           | Yellowish-white hard material covering a tooth                                                                                                                              |
| Enzymes          | Special molecules in the body which act to create a chemical reaction. In the digestive system the reaction they produce breaks down food                                   |
| Food chain       | Show how the lives of organisms are linked making up of a series of organisms that eat each other. It shows how energy is transferred from one organism to another via food |
| Herbivore        | An animals that eats only plants                                                                                                                                            |
| Incisor          | Eight teeth at the front of the mouth which have a straight, sharp edge and help cut up food                                                                                |
| Intestine        | A long tube through which food travels from the stomach and out of the body while it is being digested                                                                      |
| Molars           | Twelve molars at the back of the mouth are big, flat teeth that also help to grind and chew food                                                                            |
| Muscle           | One of the many tissues in the body that can tighten and relax to produce movement                                                                                          |
| Nutrition        | Substances that are taken into the body to influence health                                                                                                                 |
| Oesophagus       | The tube in the body that takes food from the mouth to the stomach                                                                                                          |
| Omnivore         | An animal that eats both plants and animals                                                                                                                                 |
| Predators        | Animals that hunt, kill and eat other animals                                                                                                                               |
| Premolars        | Eight teeth behind the canines and are lower and bumpy and help to grind food                                                                                               |
| Prey             | Animal that is hunted and killed by another animal for food                                                                                                                 |
| Producer         | Plants in a food chain                                                                                                                                                      |
| Saliva           | Mostly made up of water and it helps to chew, taste and swallow food. It contains enzymes which start to break down the food eaten.                                         |
| Stomach          | An organ in the body where food is digested                                                                                                                                 |
| Tooth decay      | When bacteria in the mouth begin to eat away at teeth                                                                                                                       |

### Working scientifically

- To ask relevant questions to understand the special functions of the main body parts in the digestive system.
- To compare the teeth of carnivores, herbivores and omnivores and suggest reasons for the differences.
- To research, using secondary sources, what damages teeth and how to look after them.
- To draw and discuss their ideas about the digestive system and compare them with images and models.
- To set up simple practical enquiries to find out how the digestive system works.
- To record findings using simple scientific language, drawings, labelled diagrams and keys.
- To report on findings from enquiries, including oral and written explanations.