

National Curriculum

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

Common Misconceptions

- arrows in a food chains mean ‘eats’
- the death of one of the parts of a food chain or web has no, or limited, consequences on the rest of the chain
- there is always plenty of food for wild animals
- your stomach is where your belly button is
- food is digested only in the stomach
- when you have a meal, your food goes down one tube and your drink down another
- the food you eat becomes “poo” and the drink becomes “wee”.

◀◀ Prior Knowledge

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)
- 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. (Y3 - Animals, including humans)

Key Vocabulary

Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

Adaptations for children with SEND

- Visual supports: Color-coded digestive system diagrams and vocabulary cards
- Physical 3D organ models for tactile learning
- Pre-prepared labeled diagrams for students who struggle with drawing
- Sentence starters and word banks for written work
- Alternative recording methods (photos, voice recordings)
- Mixed ability grouping for practical tasks
- Movement breaks during longer sessions
- Pre-teaching key vocabulary
- Multisensory approaches using drama and tactile activities

▶ Substantive Sticky Knowledge –

children MUST know this by the end of the unit

- Know the names of the main human organs associated with the digestive system and be able to describe simply their functions.
- Know and identify the four types of human teeth, and how to look after these.
- Know the vocabulary associated with food chains and understand that animals within the same habitat are reliant on one another for survival.

Disciplinary Sticky Knowledge (from the progression plan)

- To use effective modelling in oral demonstrations.
- To write explanations, using correct technical vocabulary.
- To conduct effective research.
- To conduct an observation over time – be able to conduct a fair test, collate results and draw conclusion.
- To be able to construct food chains.
- To be able to sort and classify animals.

	Substantive/Declarative Knowledge Learning Objective (Specific Facts children will need)	Disciplinary/Procedural Knowledge Learning Objective (Specific Skills children will need)	Activity
1	To know the names of the organs associated with the digestive system.	To be able to accurately label diagrams.	Using the human torso to identify the main organs associated with digestion the body. Draw organs within own outlines and label them.
2	To know the functions of the organs associated with the digestive system.	To use effective models to demonstrate the functions of the organs of the digestive system.	Watch clips about the digestive system. Use modelling to demonstrate the functions of the digestive system. ORAL OUTCOME - to demonstrate the process of digestion.
3	to be able to explain the process of digestion.	To use literacy to accurately portray information, and correctly use scientific vocabulary.	Group poster to explain the process of digestion.
4	Know that humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing).	Be able to conduct research; label diagrams and use colour coded keys to portray information.	Look at models, clips etc and label diagrams of the human mouth. Research interesting facts about teeth.
5	Know how to look after our teeth.	Conduct an observation over time; be able to plan and conduct a fair test and draw conclusions from results.	Investigate – eggs in different drinks. Use this as an observation over time. Photograph results and draw conclusions linked to sugar content. Use coloured tablets to identify teeth that need cleaning. Watch doctors talk about oral hygiene. ORAL OUTCOME - Make adverts to inform how to look after our teeth.
6	Know that different animals possess different kinds of teeth and this is dictated by their diet.	Be able to research information and construct food chains. Be able to sort and classifying animals based upon eating.	Looking at animal skulls and identifying the animal based upon their diet. Sort animals according to their eating classification. Look at habitats and identify animals within these – construct models of food chains with arrows, identifying producers, predators, prey. Discuss the impact of habitat destruction.

Future Knowledge ▶▶

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6 - Animals, including humans)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)
- Describe the ways in which nutrients and water are transported within animals, including humans. (Y6 - Animals, including humans)