



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy



Year Group: Year 3 & Year 4	Term: Autumn 1 (Cycle B)	Topic: Animals including humans (teeth and digestion)
<p>National Curriculum Links Pupils in Key Stage Two should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Working Scientifically</p> <ul style="list-style-type: none"> ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 		
Prior Learning		Future Learning
<ul style="list-style-type: none"> oral hygiene (EYFS) 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) 		<ul style="list-style-type: none"> 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)

Common Misconceptions

Some children may think:

- 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”**.

Sustainable Development Goals & Catholic Social Teaching

These Sustainable Development Global Goals would be perfect to fit with this unit of learning:

- Lesson 6 will focus on Zero Hunger and especially on malnutrition.



These Catholic Social Teaching strands would be perfect to fit with this unit of learning:

These will all be focused on throughout the unit but especially in lesson 6.

- The option for the poor
- Common good
- The dignity of work and participation
- Solidary
- Creation and environment

Applied Write Opportunities

- Explanation text about the digestive system

Enrichment Opportunities

- A visit from a dentist, health visitor or a paediatrician.
- Visit a dentist surgery.

Assessment Opportunities

- Can sequence the main parts of the digestive system
- Can draw the main parts of the digestive system onto a human outline
- Can describe what happens in each part of the digestive system
- Can point to the three different types of teeth in their mouth and talk about their shape and what they are used for

Key Vocabulary

Tier Two:

mouth, tongue, teeth, gums, tummy, stomach, bowels, poo, waste, energy, saliva, chew, bite, tear, hygiene, holes, rotten, dentist, dental, sugar, jaw, carnivore, herbivore, omnivore, decay, liver,

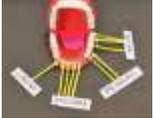
Tier Three:

incisors, molars, canines, pre-molars, wisdom teeth, enamel, plague, bacteria, fluoride, cavities, oesophagus, small and large intestine, anus, excrete, rectum,

Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson One</u> I can name my teeth and I know what they do.</p> <p>Working Scientifically</p>	<p>Prior Assessment Task: Use the following Explorify task to get the children talking all about teeth. https://explorify.uk/en/activities/have-you-ever/been-to-a-dentist-and-had-your-teeth-checked Use the questions online to support the discussion.</p>  <p><u>Starter Question</u> Ask the question: <i>Why do we need teeth?</i> Discuss with Talking Partners before discussing as a whole class. We need them to:</p> <ul style="list-style-type: none"> • eat • talk • smile <p>Without eating, we would not be able to survive, grow, move or heal our bodies.</p> <p>Introduction Explain to the children that they are going to be learning about their teeth and what is amazing about them. Ask children to feel their teeth with their tongue. Ask the questions: <i>What do your teeth feel like?</i> <i>Do all your teeth feel the same?</i></p>	<p><u>SEND:</u> Children to match the name of the tooth, to its picture and what it does.</p> <p><u>Main Activity</u> In pairs or small groups, children to read statements about the four types of teeth. (This resource is from CGP Plus Online.) Sort the statements into four groups.</p>   <p><u>Challenge:</u></p>

	<p>Children to discuss with their Talking Partners before discussing as a whole class.</p> <p>Activity 1 Give children a mirror to look at their teeth, observing differences between the teeth, the size of the tooth, the location and the number. Take photographs for journals. Discuss their observations with their Talking Partner.</p> <p>Invite children to talk about their observations.</p> <p>Discuss the differences between the teeth, introducing names of the teeth and their physical appearance and quantity. Use an image of the mouth and individual teeth to support the discussion.</p> <p>Explain; The teeth at the front (incisors) are sharp and blade like. We have 8 of these (4 on the top and 4 on the bottom) The teeth next to front ones (canines) are pointy. We have 4 of these (2 on the top and 2 on the bottom) The teeth at the back (molars) large and flat. We have 8 of these (4 on the top and 4 on the bottom) Some children might have their premolars. These are between the canines and molars. They are just like molars but are smaller than in size. We will have 8 of these as adults (4 on the top and 4 on the bottom)</p> <p>Activity 2: Give children a mirror, and invite them to look carefully at their teeth again. Can they identify the different types of teeth? Are any of their teeth missing?</p> <p>Activity 3: Give children a piece of fruit e.g. an apple. Invite them to eat it. When doing so, children to think about the teeth they are using and what the teeth are doing.</p> <p>Children to talk about their observations.</p> <p>Discuss the different types of teeth and their functions, use images or large models of the teeth as you discuss each one.</p>	<p>Research more about teeth using this text from CGP Plus.</p> <p>Write facts about teeth on a tooth outline.</p> 
<p>Resources</p>		<p>Plenary</p> <p>Use BBC Bitesize video, quiz and activities to consolidate learning from today's lesson https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zsp76yc</p>
<ul style="list-style-type: none"> • Apples • Biscuits • Jelly dummies • Mirrors • Teeth models/images • Statements to sort and recording sheet • Teeth types, functions and locations matching activity (SEND) • Reading text (challenge) 		

	<p>Incisors – used for biting and cutting Canines – used for stabbing and ripping Premolars – used for holding and crushing Molars – used for grinding before swallowing</p> <p>Give children a biscuit to eat, and repeat the process. Give children a jelly dummy to eat, and repeat the process.</p>	
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Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson Two</u> I can name my teeth and I know what they do.</p> <p>Working Scientifically</p>	<p><u>Prior Assessment Task:</u> Display a set of teeth on the IWB along with the following questions.</p> <ul style="list-style-type: none"> • <i>Why do we have teeth?</i> • <i>What are the names of our teeth?</i> • <i>What do the different teeth in our mouth do?</i> • <i>What do our teeth look like?</i> • <i>Where are the different teeth in our mouth?</i> <p>Using the 'Quick Write' technique, children to respond to the questions using a wipe-board. SEND: this can be done verbally or they could work with a partner, and their partner can scribe for them. Take feedback from children.</p> <p>Photocopy examples of children's boards or take a photograph of their boards as evidence/for display/for books.</p> <p><u>Starter Question</u> Ask the question: <i>Are my teeth (adult) the same as your teeth (child)?</i> Discuss with Talking Partners before discussing as a whole class.</p>	<p><u>SEND:</u> Make a playdough model of the teeth using a plastic model to support.</p>  <p>Children to attach premade labels to the teeth. Take a photograph for their book. Can the child talk about each tooth?</p> <p><u>Main Activity:</u> Children to make a model of teeth in groups. Children to create labels for their model.</p> <p>Then, children to create a video of themselves talking about teeth. Can they answer the following questions:</p> <ul style="list-style-type: none"> Why do we have teeth? What do our teeth look like? What are the names of our teeth? Where are they in our mouth?

What job do they do?

Challenge

Children to create a timeline of teeth by matching the age to the teeth developmental stage.



Plenary

Stage a quiz, children responding to questions on a wipe-board.

Asking questions, such as:

Which of our teeth grind food?

- a) Incisors
- b) Molars
- c) Canines

Introduction:

Explain that humans get two sets of teeth in their life time.

When humans are born, they are born toothless. Humans do not need teeth as they drink milk from their mother or from a bottle.

As humans grow, their first set of teeth appears (known as temporary, primary or baby teeth). By the age of 3, a child should have all its first teeth.

As human continue to grow, their mouth gets bigger and their diet changes further, they need larger and more teeth. Therefore from approximately 6 years of age, teeth start to fall out. By the age of 13, humans should have most of their second set of teeth excluding the wisdom teeth (known as permanent, secondary or adult teeth)

Activity 1:

Explain that they are going to find out about why teeth fall out.

Watch the following video all about teeth –watch just the first 4 minutes.

<https://www.youtube.com/watch?v=Q3ZwCLMOB4U>

Discuss what they have learnt through watching the video, especially:

- **As a child we eat softer foods**
- **As a child, the mouth / jaw is smaller**
- **The permanent teeth push the temporary teeth out**
- **The roots secure the tooth in place**
- **As an adult we eat more solid, tougher foods**
- **As an adult, we need more solid teeth to grind food**
- **We have most of our adult teeth by the age of 14 years old**

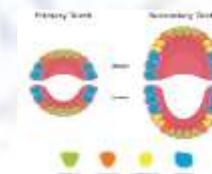
Activity 2:

Look at models and/or images of baby and adult teeth, and discuss the similarities and differences, e.g. the number of teeth.

Use the key to help identify the teeth type and location.

Talk about:

- Children have 20 teeth
- Adults have up to 32 teeth
- Children do not have premolars



Activity 3:

Resources

- White and red/pink playdough or clay
- Premade labels (SEND)
- Labels and arrow cards
- Ipads
- Timeline of teeth sheet (challenge)

	<p>Explain to the children that in groups of 4, they are going to make clay or playdough models of the teeth. Two children will create a model of a child's jaw showing baby teeth, and the other two children will create a model of an adult's jaw showing adult teeth.</p> <p>Following the making of the teeth, children to make labels to accompany their model.</p> <p><u>Activity 4:</u> Explain to the children that they are going to talk about teeth using their model to support them. This will be recorded by their friends.</p> <p>Model how to use the ipads to record a video, and how to create a little presentation.</p> <p>Provide children with key questions to support them. Why do we have teeth? What does the model show? (adult/baby teeth) What are the names of the teeth and what do we use each tooth for? Where are the teeth located in the jaw? What happens to our teeth? What is the difference between children's teeth and adults' teeth?</p>	
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Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson Three:</u> I understand the importance of good oral hygiene.</p> <p>I can plan and set up a comparative test.</p> <p>Working Scientifically</p>	<p>Prior Assessment Task: Display an x-ray of a young child's teeth with the adult teeth sitting in the gum. Ask the question: <i>What does this image show us?</i> <i>What does it tell us about our teeth?</i> Discuss with Talking Partners before discussing as a whole class.</p>	<p><u>SEND:</u> Children to work with a 'buddy' during all activities.</p> <p>Children to write and draw a prediction with adult support.</p> <p>Children to create a montage of the method using an ipad – print for book.</p>

Starter Question

Explain to the children that it is important to look after our teeth, whether they are our baby teeth or our adult teeth – this is knowledge from EYFS.

Ask the questions:

How can I look after my baby teeth?

How can I look after my adult teeth?

Discuss with Talking Partners before discussing as a whole class. Record children's thinking on display.

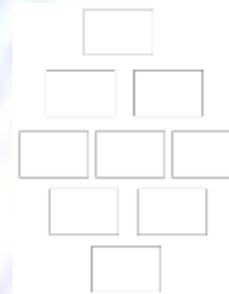
Introduction

Explain to the children that they are going to be given 9 statements in how to look after their teeth. In groups, children need to read the statements and decide where to place the 9 statements in 'Diamond 9' template. The top box has the most important statement in, and the bottom box as the least important statement in.

Listen carefully to the discussion to assess children's knowledge and understanding, and to listen for any misconceptions.

These are the statements:

- **Brush your teeth twice a day**
- **Eat 5 piece of fruit and vegetables a day,**
- **Brush your tonue**
- **investigate why it is important to look after their teeth.**
- **Avoid sugary foods and drinks**
- **Visit your dentist every 6 months**
- **Floss your teeth once a day**
- **Use a floride toothpaste**
- **Use mouthwash every day**



Discuss children's reasoning for their choices. Take photographs.

Activity 1:

Discuss that some foods contain sugar, and the bacteria in our mouth love sugar.

Ask the question:

So what does sugar do to our teeth?

Watch the video <https://www.youtube.com/watch?v=hDZXSMU2IAk>

Consolidate the new learning and the scientific terms; plague, bacteria, fluoride, cavities.

Main Activity

Children to write and draw a prediction.

Children to create a montage of the method using an ipad – print for book.

Challenge:

Children to create a poster on tooth decay using images and words.



Resources

- Diamond 9 template and sorting cards

Plenary

- Models of teeth including **children's models from previous session.**
- Slime
- Yellow playdough
- Black playdough
- Toothbrushes and paste
- Ipads
- Raw eggs (at least 6)
- Different liquids (tea/coffee, cola, fruits juice, water, vinegar)
- Containers
- Post-it notes
- Comparative Test Planning Template

Use the teeth models, model the process of tooth decay; Explain that when we eat, food gets stuck into our mouths (place some playdough food on it). The bacteria in our mouths starts to eat the food and in doing so produce **a slimy product called plaque (put slime on it) If we don't clean the food** away or the plaque of our teeth, overtime, the plaque (acids) attack the enamel creating a build-up or plaque (add yellowish playdough) and eventually cavities will form (black playdough). Explain how these cavities grow and move into the dentine and possibly into the centre of the tooth where the nerves are. This is when we get tooth ache. When we clean our teeth (get a toothbrush), we have to brush thoroughly to get the food out of our mouths and wash the plaque away.

Children to use their models created last week, to tell the story of plaque to their friends and vice versa. Take photographs or videos.

Activity 2:

Ask the question:

What does good brushing look like?

Children to discuss this with their Talking Partner before discussing as a whole class.

Children to watch the following video;

<https://www.youtube.com/watch?v=hDZXSMU2IAk>

Talk about what good brushing is:

- 2 minutes
- Use fluoride toothpaste
- Use a pea size amount of paste
- Use a rotation motion
- Start at one side of the upper jaw and brush along the front. Then go behind the upper teeth and then finally across the top of the teeth. Repeat with the other set of teeth.
- Use floss when you get your adult teeth (3-5 days a week)
- No rinse

Children to practise brushing their teeth (toothbrushes to be resourced from Colgate Smile project or from science budget)

Take photographs of children doing this.

Display the 'What If' question from

Explorify. Use teaching guidance online to support the activity.

<https://explorify.uk/en/activities/what-if/we-had-no-teeth>



Activity 3:

Explain to the children that we are going to explore what bacteria actually does to the enamel of our teeth if teeth are not brushed well, frequently or cared for.

The children are going to plan and carry out the **'Egg Investigation'** – this is a comparative test.

Egg Investigation

- 1) Show the children an egg and explain the egg represents our teeth. Explain that the shell of an egg is made of a hard substance or mineral (calcium carbonate) which is similar to what our teeth are made of (calcium phosphate).
- 2) Next, show the children 5 liquids; tea/coffee, cola (full sugar), vinegar, fruit juice e.g. fruit shoot, water. Explain that we want to find out what happens **to 'our teeth'** following the consuming of these liquids and poor oral hygiene.
- 3) **Explain that this experiment is a 'comparative test'; one of the scientific enquiry types** (a way in which scientists work).
- 4) Use the Comparative Test Planning Template; model the writing of the experiment's main aim.
- 5) Next, introduce **the children to the term 'variables'**. **Explain in tests there are variables** that we can change or keep the same. When conducting a test, we keep all but one variable the same (fair). If the test is not fair, then the results will not be accurate and this will reduce the effectiveness of the test by making the results incorrect.
- 6) Model how to complete the variables using post-it notes. Year 4 can do this independently in groups. Take photographs of this stage.
- 7) **Next, introduce the children to the term 'prediction'**. Explain what a prediction is (a guess as a result of observations) and why predictions are important.
- 8) Model how to write and draw a prediction. Children to write a prediction in their journal.
- 9) Finally, go through the method. Discuss what they will need to do first, second etc. to ensure their test is successful. Record this on the Comparative Test Planning Template. Children do not need to write this.

The image shows a 'Comparative Test Planning Template' form. It includes sections for 'Aim', 'Variables', 'Prediction', and 'Method'. The 'Variables' section has a table with columns for 'Independent Variable', 'Dependent Variable', and 'Controlled Variables'. The 'Prediction' section has a line for 'Prediction:'. The 'Method' section has a line for 'Method:'. There are also checkboxes for 'I have completed this template' and 'I have used this template'.

	<p>10) Set up the experiment – Year 4 could do this in groups, whereas, Year 3 will need support. Children could use ipads and take images of each step in the method. These can be used to create a montage of their learning.</p> <p>Leave the eggs for 2 days, returning to the investigation to complete what they have found out.</p>	
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Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson Four</u> I can describe the simple functions of the basic parts of the digestive system in humans</p> <p>Working Scientifically</p>	<p>NB: This lesson can be completed as a whole lesson or in two halves: the first part of the lesson can be completed 2 days after the investigation (lesson 3), and the second half can be completed in the designated science lesson for the week.</p> <p><u>Starter Question:</u> Ask the questions: <i>How do I know if I have good oral hygiene?</i> <i>Why is it important to have good oral hygiene?</i> Discuss with Talking Partners before discussing as a whole class.</p> <p><u>Introduction:</u> Explain to the children that they are now going to have a look at the egg investigation from 2 days ago. Consolidate their predictions – what did they think was going to happen?</p> <p><u>Activity 1:</u> Invite children to remove the eggs out of the liquids, and with a toothbrush carefully give the eggs a clean. Ask the question: <i>What has happened to the 'enamel'?</i> Discuss observations and explain to the children the following;</p> <ul style="list-style-type: none"> • Tea and coffee are rich in tannins that stain the teeth if not brushes properly. • Cola and fizzy drinks are acidic and can contain staining products too. • Vinegar is highly acidic and dissolves the enamel and washes it away 	<p><u>SEND:</u> Children to work with a 'buddy' during all activities.</p> <p>Children to write and draw a conclusion with adult support.</p> <p>Children to make a playdough digestive system. Have simple function cards to match.</p> <p><u>Main Activity</u> Children to write and draw a conclusion.</p> <p>Children to make a playdough digestive system. Match detailed function cards to the different parts.</p> <p><u>Challenge:</u> Children to read the comic strip on the digestive system or other class texts to find out more about the digestive system.</p>

Discuss what they learnt through doing this experiment, and the important of a healthy diet and good oral hygiene.

Model how to write and draw a conclusion.
Children to write and draw a conclusion in their journal.

Activity 2:

Present to the children the idea of repeating this investigation but this time, covering half of the egg with toothpaste. Will this prevent the enamel from changing?

Explain to the children that there are many different types of toothpaste in the shops **so how would I know which toothpaste is best. Introduce the children to 'fluoride'**. Explain that fluoride is a natural mineral that can slow or stop cavities from forming. It protects teeth from damage and helps rebuild the enamel. As well as adding it to toothpaste, many communities have added fluoride to the tap water to help fight cavities and therefore we should drink plenty of water and brush with toothpaste that has fluoride in it.

Invite the children to predict what they think will happen to the egg shells with toothpaste on it.

Collect children's predictions on a large piece of paper.

Set up the investigation, and check it in 2 days.

Activity 3:

Ask the question:

Why do we need to eat?

Discuss with Talking Partners before discussing as a whole class.

Watch the following video and discuss key vocabulary e.g. energy, nutrients, functions.

<https://www.youtube.com/watch?v=EswXW9vxR9E>

Explain to the children that when we eat, our teeth do an amazing job of preparing the food for an incredible journey in our body. Our molars grind the food up into smaller mushy pieces and our tongue helps us to swallow the mushed up food.

Ask the question:

<https://www.storyboardthat.com/storyboards/69dca7b0/digestive-system-comic-strip>



Plenary

respond on wipe-boards or play in teams.

There are a couple of tricky questions although the answers can be easily worked out.

<https://wordwall.net/resource/11288156/science/digestive-system-quiz>

or play this anagram game or similar <https://wordwall.net/resource/34368844/digestive-system>

or learn this song (TES £5 Fee)

Resources

- Egg results from previous lesson
- Eggs
- Liquids
- Toothpaste
- Playdough for digestive system
- Human body outline

Where does our food go once it's been swallowed?

Discuss with Talking Partners before asking the children to draw either on paper or wipe-boards, what they think happens. Use this as a pre-assessment opportunity.

Using a model of the digestive system, explain simply the stages in which food travels and what happens in each part:

- Mouth – the teeth prepare the food by mashing it up
- Tongue – is a muscular organ with thousands of taste buds on.
- The salivary gland – this is where the secretion saliva is made
- Oesophagus – is a tube that connects the mouth to the stomach. It has muscles in it that work in waves to help to swallow and move your food along.
- Stomach – is a sack where food is broken down by acid and enzymes.
- Small intestines – is a stretchy tube. Food is broken down even more so the body can absorb vitamins, minerals, carbohydrates, proteins and fats.
- Large intestines – this is where all unwanted food is passed through and any last water or minerals are absorbed by the body. What is left gets harder and harder as it moves, creating a solid poo.
- Rectum – this is the last stop on the digestive tract. The solid poo waits here until you are ready to go to the toilet.
- Anus – the poo is pushed through this.

The following video can aid the understanding of this if needed.

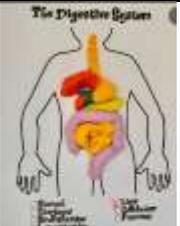
<https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/z74rqp3>

Activity 4:

Children to work in pairs.
Give children an outline of the human body and different coloured playdough.
Children to make the digestive system and label it.
As the children are making it, ask them questions about what happens in different parts.

Activity 5:

<https://www.tes.com/teaching-resource/the-digestive-system-a-lower-ks2-song-12439458>

	<p>Give out digestive system function cards, and in pairs, children to read the cards and match them to the correct part. Take photographs of this learning for journals.</p> 	
Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson Four:</u> I can describe the simple functions of the basic parts of the digestive system in humans</p> <p>Working Scientifically</p>	<p>Explain to the children that they are now going to have a look at the egg investigation from 2 days ago. Consolidate their predictions – what did they think was going to happen?</p> <p>Invite children to remove the eggs out of the liquids, and with a toothbrush carefully give the eggs a clean. Ask the question: What has happened to the 'enamel'? Discuss observations and explain to the children the following; Discuss what they learnt through doing this experiment, and the important of a healthy diet and good oral hygiene.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Prior Assessment Task: Give children word cards with the parts of the digestive system on. Children to order the word cards. Then with Talking Partner, discuss the function of each part. Discuss as a whole class.</p> </div> <p><u>Starter Question:</u> Ask the questions: <i>How long is the gut?</i> Discuss with Talking Partners before discussing as a whole class.</p> <ul style="list-style-type: none"> • Where does the gut start and end? 	<p><u>SEND:</u> Children to work with a 'buddy' during all activities.</p> <p>Children to work with a HA writer for presenting their learning on the ipad.</p> <p><u>Main Activity</u> Children to take images of the stages of digestion using ipads.</p> <p>Children to write about the different stages of digestion using ipads using scientific language.</p> <p><u>Challenge:</u> Why do we pass wind? Children to use ipads and Kiddle to find out the answer. This web link is useful. https://www.funkidslive.com/learn/hallux/happy-health-helpdesk/what-exactly-is-a-fart-and-why-do-they-smell/</p>

	<ul style="list-style-type: none"> • What organs is it made up of? • Will it be the same length in everyone? <p>https://explorify.uk/en/activities/the-big-question/how-long-is-the-gut</p> <p>Give pairs or small groups some string. Children to cut the string based on how long they think the gut is. Pairs or groups to give feedback and reasons for their thinking.</p> <p>Show the children the actual length of the digestive tract, from the mouth to the anus (5-6m in children and approximately 9m in adults).</p> <p><u>Introduction:</u> Explain to the children that they are going to learn more about the digestive system. Watch the following video, stopping at various points to discuss in more detail. https://www.youtube.com/watch?v=VwrsL-ICZYo&t=179s</p>	
<p>Resources</p>		<p>Plenary</p>
<ul style="list-style-type: none"> • Equipment from egg experiment • String • Sandwiches • Milk • Water • Slime • 'gastric juices' • Bowl x 2 • Masher • Scissors • Plastic tube • Plastic food bag • Tights • Plate • Paper cup • Ipads • Word bank for tables • Word cards for game 	<p><u>Activity 1:</u> Explain to the children that they are going to make their own digestive system. There are numerous videos online that can support the teaching and learning of this. Here are two examples https://www.youtube.com/watch?v=7av19YhNkhE https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zrm48mn</p> <p>In groups, children to make a digestion system and using the ipad, take images of eat step.</p> <p>Step 1: Cut up bread using scissors, add some water, add some 'saliva' and then mash it. Step 2: Get a tube and pour the mixture into a plastic bag. Step 3: Add some 'enzymes' and 'acid' to the plastic bag and start mashing it up further. Step 4: Put the mixture into a pair of tights and squeeze it lightly then tightly allowing most of the nutrients to come out. Step 5: Put into a paper cup and press it through the base of the cup – the end result is 'poo'!</p>	<p>Consolidate the learning on the digestive system. Perhaps play a 'Corners' style of game. Place the names of parts of the digestive system around the classroom. Give information about it. The children who are standing at that body part collect a point.</p> <p>After that, explain to the children that everyone passes wind, whether that be through their mouth (burp) or their bottom (trump/fart). Otherwise known as passing gas.</p> <p>Some people might produce more than others, however, we all do it!</p> <p>Watch this video to support the teaching and learning of why we pass</p>

	<p>Encourage the use of correct terminology when completing it step by step. Ask children to recreate the digestive system. Do they children use the correct vocabulary when talking about each stage? Take photographs of children doing this</p> <p><u>Activity 2:</u> Model how to use the ipads to create a strip of images illustrating the steps of digestion.</p> <p>Consolidate time connectives e.g. first, next, then... Model how to add text to the images. Children to add text to their images, explaining the process of digestion in some detail. Provide a word bank to support.</p> <p>Print and add to their journals.</p>	<p>gas. Stop at various points to discuss in more detail. https://www.bbc.co.uk/teach/class-clips-video/science-ks2-what-causes-us-to-burp-and-break-wind/zvrhf4j</p>
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Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson Six</u> I can name and explain the parts of the human digestive system.</p> <p>Working scientifically</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Prior Assessment Task: Consolidate the different types of teeth. Show an image of a tooth and discuss name and function. Consolidate the parts of the digestive system. Show an image of the part and discuss name and function.</p> <p>Ensure there are no misconceptions.</p> </div> <p><u>Starter question:</u> Explain to the children that food gives us energy so that we can do the everyday things, such as, listen, play football, to write, to walk etc. Ask the question: <i>Which foods give me the best energy? - this knowledge was taught in KS1.</i></p>	<p>Add your activity and the differentiation once you have agreed on your action</p>

	<p>Children to discuss with their Talking Partners before discussing as a class.</p> <p><u>Introduction:</u> Explain to the children that we are going to learn more about keeping ourselves heathy, and especially helping our 'gut' to be healthy too.</p> <p>Watch the following video, stopping at 7minutes and 6 seconds. https://www.youtube.com/watch?v=IMQvBeeObEU</p> <p>Stop at various points to discuss further e.g.</p> <ul style="list-style-type: none"> - What's your favourite food? - What are the 5 main food groups? - Which food group is good for our teeth and why? - What would you eat to have a balanced diet? <p><u>Activity 1:</u> Give the children the five food groups, images of food and a description of how the food group helps us e.g. proteins help us to grow and to heal. Ensure you discuss how calcium is good for our bones and teeth.</p> <p><u>Activity 2:</u> Explain that some people struggle to have a balanced diet for a number of reasons. Ask the question: <i>Why might some people not have access to the food they need to be healthy?</i> Discuss with Talking Partner before discussing as a whole class.</p>	
<p>Resources</p> <p>Word cards – food groups Images of food from the 5 food groups Fact cards about each food group IWB</p> <p>NB – other resources will depend on the chosen activity or activities</p>	<p>The children might mention poor diet choices (lack of or over consumption, poor water sanitation, poor harvest, no money (poverty) or not near a food source.</p> <p>Explain that some people around the world are going hungry as they don't have access to food or money to buy food. This has been a problem for some time and especially in the underdeveloped countries in the world.</p> <p>For this lesson, use the Unicef Teacher Notes as a guide. https://www.unicef.org.uk/wp-content/uploads/2017/02/KS2-DayForChange-Nutrition-Lesson-Teacher-Notes.pdf</p>	<p>Plenary</p> <p>Consolidate what they have learnt about malnutrition and how they can help us all to; 'Grow, Nourish, Sustain. Together'.</p> <p>Consolidate the Sustainable Development Goal Number 2.</p>

Use these slides from Unicef to present the activity to the children.
<https://www.unicef.org.uk/wp-content/uploads/2017/02/KS1-DayForChange-Nutrition-Lesson-Presentation.pdf>

Activity 4:

It is World Food Day in the 16th of October (every year)
Every year there will be a specific focus so the content of the lesson from this point on should reflect that focus.
This is the link to the website for World Food Day. However, there will be numerous other websites to support the teaching and learning of this specific day.
<https://www.fao.org/world-food-day/en>

Read information about what World Food Day is from the following web address or from Twinkl <https://www.teachingenglish.org.uk/sites/teacheng/files/teaching-kids-world-food-day-worksheet.pdf>
<https://www.twinkl.co.uk/resource/au-t-10000378-world-food-day-fact-file>

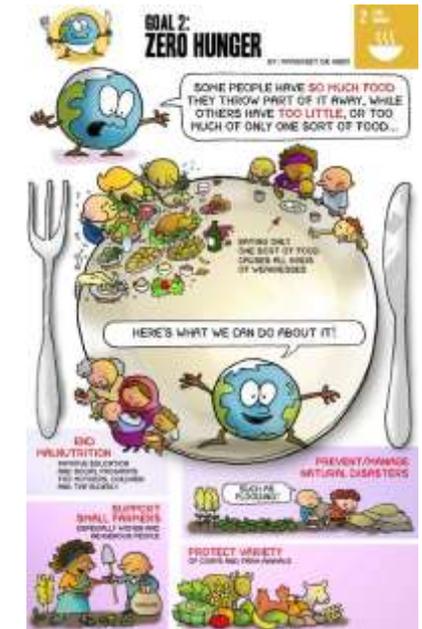
Discuss with Talking Partner before discussing as a whole class.
Ask children questions (from the bottom of the text)

Activity 5:

Here are a couple of suggested activities:

- Be a superhero <https://www.un.org/sustainabledevelopment/climate-action-superheroes-info/> or <https://www.youtube.com/watch?v=toTCMMY5O18>
- Make it meaningful by providing context - food security and food poverty are significant issues in the country they live in and likely in their local community, too. Talk about food banks, free school meals and the importance of nourishing food for health, happiness and even for effective learning. Help a local food bank.
- Design a poster and enter the annual competition (see website for additional details)
- Complete an Activity Book (see website <https://www.fao.org/world-food-day/youth/en>)
- **Speak to the school chef and learn about how they resource the school's food** (sustainability) and how they can support the children in making a difference, especially regarding food wastage)
- Listen to Food Hero song (see website <https://www.fao.org/world-food-day/youth/en>) and create own song.

Look at the following poster and reflect on how together we can make a difference.



- Read Stone Soup
<https://documents.wfp.org/stellent/groups/public/documents/webcontent/wfp202398.pdf> or <https://www.youtube.com/watch?v=BZf6Ocb3Th8>
- Children to record how much food they waste at home through photographs and charts
- Children create a cafeteria recycling centre
- Use books and the internet to collect fascinating facts about where food is grown, how far it travels 'from farm to fork', and how much we consume. Present the information as a class display or present in assembly.
- Food Technology – cook with the children. Teach 'around' the recipe, for example, try to find out about the food journey of one or more of the ingredients or think seasonally.
- Look at some ways in which food is produced and preserved, such as baking bread, pickling vegetables or making butter.
- Explore food packaging and food labels – look at ingredients and nutritional values.
- Fairtrade
- Discover how circular economies work – and how sustainable food systems are a vital part of a circular economy that can protect and sustain the planet.

