

# Year 4 – Summer 1 – ‘Animals Including humans’



## NC Science – ‘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

### I can explain what damages our teeth.

Explain to the children that today they will be **planning** and carrying out a fair test for an investigation about tooth decay. **Present** the children with a picture of unhealthy teeth. How do they know they're unhealthy? What could have caused the teeth to become unhealthy? Make links to last week's learning.

How **clean** are our teeth? Why is it vital we keep our teeth clean? What is tooth decay?

**Pose:** Which liquid does the least damage to eggshells? Explain that the eggshell protects the egg a bit like the enamel on our tooth protects the living part inside.

Children to make a **prediction**, then explain how they will carry out the investigation- make a **plan** of action.

Who is going to do what?

Use water, cola, orange juice and milk as the different liquids. Children to carry out the investigation and leave it for a week.

### I can plan and carry out an investigation

Egg shell investigation continued from last week. Children to take out the egg shells from the liquids and make some observations about what the shell looks like. Children to talk in their small groups about what they found out from last week's investigation. Which liquid left the most stain on the egg shell? Why? Which liquid was the best for the teeth?

Discuss ways the children could present their results, can they draw what the eggs looked like in each liquid?

Children to **present** their results and then **provide** a written conclusion, this will need to be modelled for the children by using one of the children's results.

### I can present my findings and provide a conclusion.

This objective has been taught in another unit of science work but this time we want to go into more detail about why this food chain works thinking about the types of teeth the animals have in order to eat what is next in the food chain. Continue to use the language of producer, predator and prey.

Show the children images of the following: grass, wildebeest, lion. Can you place them in order starting with the producer? Explore the type of teeth a lion has according to what it eats.

Children to create a variety of food chains identifying producers, predators and prey along with making links with the types of teeth.

### I can construct and interpret a variety of food chains.

### I can identify the different types of teeth in animals.

Recap last week's learning all about the main types of teeth and their function. **Pose** the following question: How and why are animal teeth different?

Ask the children to think about how they could go about answering this question?

Provide the children with some information about different animals and their teeth along with Ipads and some website they could use. Possibly set up QR codes so that they can go directly to the site.

Children to choose two different animals and describe their teeth and **present** their work in their own way. Allow for some creativity here.

### I can identify the different types of teeth in humans and their simple functions

Invite a local dentist or dental nurse to come to speak to the class about teeth - including how to keep them healthy, why they need to be healthy, what we need our teeth for and why we have different types of teeth in our mouth.

Show the children an image of our mouths and discuss the 3 main types of teeth. Why do you think we have these types of teeth? Why is it important to have different types of teeth, relate it to the diet we have and being able to tear and chew our food. Children to draw and label each type of tooth and then draw a model of their mouth labelling the teeth.

Now watch a [BBC clip about teeth](#). Explain that our teeth are the very first part of the digestive system. On your flipchart write the heading 'Digestive System' and put the word 'Teeth' at the top. What do you know about the digestive system?

### I can explain what damages our teeth.

Open the lesson with the following question: How can we take care of our teeth?

Gather ideas from the children about what they think they know about looking after your teeth and make a list on the flipchart.

Now watch the clip on the following website: <https://www.startingwell.org.uk/childrens-teeth/>

Children to make a leaflet all about raising people's awareness of the importance of looking after your teeth. The points they could include are as follows: how many times to brush your teeth in a day, what is the best tooth paste to use, advice about looking after your gums, the best/worst foods to eat and general prevention of tooth decay. Encourage the children to draw pictures, annotate them and then write information for others.



## NC Working Scientifically (LWKS2)

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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

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- Identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.

